

Jennie Humphries

# JUST FOR FUN!

RINFORZO E RIPASSO  
DELL'INGLESE



# 1





# WELCOME TO JUST FOR FUN!

Finalmente sono arrivate le vacanze! *Just for Fun 1* ti aiuterà a ripassare il lessico, la grammatica e le funzioni della lingua inglese che hai imparato quest'anno a scuola.

In ogni *Unit*:

## VOCABULARY

Troverai il lessico dell'unità diviso per aree lessicali.

## READING COMPREHENSION

Potrai leggere e ascoltare un testo per ripassare il lessico e la grammatica dell'unità in contesto.

## FUNCTIONS

Eserciterai alcune importanti funzioni comunicative della lingua inglese.



## GRAMMAR

Potrai ripassare le regole grammaticali riassunte in tabelle e schemi ed esercitarti con numerose attività.



## CLIL

Approfondirai il tema dell'unità con una divertente lettura CLIL. Fai riferimento al box **Glossary** per le parole che non conosci!

## Inventor's Corner

Una curiosità legata a un personaggio che si è distinto in quella materia.



## LET'S HAVE SOME Fun!

Troverai sempre un gioco per ripassare il lessico dell'unità e un'attività pratica da fare con i tuoi amici durante le vacanze!

## TONGUE TWISTER

Un divertente scioglilingua da ascoltare e ripetere ti aiuterà a esercitarti nella pronuncia di alcuni importanti suoni della lingua inglese.

## Robin Hood

Alla fine del libro potrai leggere la storia del giovane Robin Hood a fumetti!



 1 Potrai ascoltare tutte le letture e gli scioglilingua nel CD allegato al volume.



# Contents

UNIT	VOCABULARY	FUNCTIONS	GRAMMAR	CLIL
<b>1</b> <b>EXPLORE the WORLD!</b> p. 4	Nationalities Family members Personality adjectives	Greetings and introductions	Pronomi personali soggetto <i>be: Present simple</i> Aggettivi possessivi	<b>Geography</b>  Maps
<b>2</b> <b>EXPLORE NUMBERS!</b> p. 10	Numbers (1-100) Calculations Dates	Saying dates and the time	Preposizioni di tempo Articoli Plurale dei nomi Parole interrogative	<b>Maths</b>  9 Curious Facts
<b>3</b> <b>EXPLORE PEOPLE and THINGS!</b> p. 16	Personal possessions Physical descriptions	Describing people physically	<i>have got: Present simple</i> Genitivo sassone <i>this/that/these/those</i>	<b>Technology</b>  Modern Braille
<b>4</b> <b>EXPLORE HOUSE and FOOD!</b> p. 22	Rooms and furniture Food	Shopping for food	Preposizioni di luogo <i>there is/there are</i> Nomi numerabili e non numerabili <i>some/any</i> <i>How much/How many</i>	<b>Art</b>  The Bento Box
<b>5</b> <b>EXPLORE MUSIC!</b> p. 28	Musical instruments Daily routines	Talking about daily routines	<i>Present simple</i> Avverbi di frequenza	<b>Music</b>  Musical Styles
<b>6</b> <b>EXPLORE LITERATURE!</b> p. 34	Book types Free-time activities	Talking about free-time activities	Espressioni di frequenza Pronomi personali oggetto Imperativo <i>like</i>	<b>Literature</b>  Literary Genres
<b>7</b> <b>EXPLORE SPORT!</b> p. 40	Sport The human body	Talking about ability	<i>can</i> (abilità) <i>very well/well/quite well/ (not) at all</i> <i>like/love/hate + -ing</i>	<b>Outdoor Activities</b>  Outward Bound!
<b>8</b> <b>EXPLORE CLOTHES!</b> p. 46	Clothes The weather	Talking about what we are doing	<i>Present continuous</i> <i>Present simple vs Present continuous</i>	<b>Science</b>  Self-Cleaning Clothes!

**Robin Hood** by Alexandre Dumas p. 52

**GLOSSARY** p. 60

**LET'S HAVE SOME FUN – ANSWER KEY** p. 63



# EXPLORE the WORLD!

## VOCABULARY

① **Nationalities** Completa le frasi con gli aggettivi di nazionalità.

- 1 My friend is from Dublin in Ireland.  
He's I\_\_\_\_\_.
- 2 His mother is from Edinburgh in Scotland.  
She is S\_\_\_\_\_.
- 3 Peter's cousins live in London in England.  
They are E\_\_\_\_\_.
- 4 My friend is from Cardiff in Wales.  
She is W\_\_\_\_\_.
- 5 Sosuke is from Kyoto in Japan.  
He is J\_\_\_\_\_.

② **Family members** Completa la tabella con i nomi di parentela nel riquadro.

dad sister daughter uncle  
niece grandpa granddaughter

♀	♂
mum	(1) _____
(2) _____	son
(3) _____	brother
grandma	(4) _____
(5) _____	grandson
aunt	(6) _____
(7) _____	nephew

③ **Personality adjectives** Abbina le parole alle traduzioni.

- |          |                        |
|----------|------------------------|
| 1 kind   | a timido               |
| 2 funny  | b intelligente         |
| 3 sporty | c simpatico/divertente |
| 4 shy    | d gentile              |
| 5 clever | e sportivo             |

*Let's meet some famous people from around the world!*



**HARRY SHUM JR**

is from Costa Rica. His mother is from Hong Kong and his father is from China. He is famous for his character, Mike Chang, on the TV show Glee. He is also an excellent dancer and speaks three languages: Spanish, Chinese and English.

**LIONEL MESSI** is from Rosario in Argentina and his footballing skills\* are legendary.\* His two brothers are Rodrigo and Matías, and his sister is María Sol. His girlfriend is Antonella Roccuzzo and they have a baby boy, Thiago.



## READING COMPREHENSION

④ 1 Leggi e ascolta il testo.

⑤ Rileggi il testo. Chi sta parlando?

- 1 Hello, I speak six languages. \_\_\_\_\_
- 2 Ruby is my baby daughter. \_\_\_\_\_
- 3 My brothers are Rodrigo and Matías. \_\_\_\_\_
- 4 I am from South Sudan. \_\_\_\_\_
- 5 Hi. My father is from China. \_\_\_\_\_



**MARJANE SATRAPI** is Iranian but now lives in France. She is famous as an illustrator and film director\* in the cartoon about her young life – *Persepolis*. She speaks six languages: Persian, French, English, Swedish, German and Italian.



### CATHY FREEMAN

is an Australian aborigine from Queensland and is a world champion athlete. Her husband is James Murch and they have a baby daughter, Ruby. Cathy Freeman is also an actress.



**ALEK WEK** is from Wau in South Sudan and now lives in New York. She is a beautiful supermodel and has eight brothers and sisters. In addition to\* modelling, she designs bags and works as an advisor\* to help refugees\* around the world.



### Glossary

skills abilità

legendary leggendarie

film director regista

in addition to oltre a

advisor consigliere

refugees rifugiati

## FUNCTIONS - Greetings and introductions

Per presentarsi

Hi/Hello

My name's Diane.

I'm Samuele.



Per dire l'età e la provenienza

I'm 11 years old.

I'm from England.

I'm Italian.



Per introdurre qualcuno

This is my friend

Carolyn.



Per salutarsi

Bye.

See you later.



### 6 Completa le domande. Poi abbinale alle risposte.

- 1 \_\_\_\_\_ is your name?
- 2 Where are you \_\_\_\_\_?
- 3 Who \_\_\_\_\_ he?
- 4 \_\_\_\_\_ are you?
- 5 How old \_\_\_\_\_ you?

- a He is my brother!
- b I'm fine, thank you.
- c I'm 12.
- d I'm from Venice.
- e My name is Riccardo.



## Pronomi personali soggetto

Singolare	Plurale
I	we
you	you
he/she/it	they

### ① Sottolinea l'alternativa corretta.



1 I/You am on holiday!



2 He/She is Brazilian.



3 You/We are my girlfriend!



4 They/It are my friends!



5 She/We are from Italy!



6 You/He are very kind!

## be: Present simple

Forma affermativa	
estesa	contratta
I am	I'm
you are	you're
he/she/it is	he's/she's/it's
we are	we're
you are	you're
they are	they're

### ② Completa le frasi con la forma affermativa di be.

- 1 You \_\_\_\_\_ on holiday.
- 2 He \_\_\_\_\_ 12 years old.
- 3 They \_\_\_\_\_ from France.
- 4 She \_\_\_\_\_ very beautiful.
- 5 I \_\_\_\_\_ with my brother.

## Forma negativa

estesa	contratta
I am not	I'm not
you are not	you aren't
he/she/it is not	he/she/it isn't
we are not	we aren't
you are not	you aren't
they are not	they aren't

### ③ Completa le frasi con la forma negativa di be.



1 I \_\_\_\_\_ Mary,  
I'm Jane!



2 You \_\_\_\_\_ angry,  
you're hungry!



3 He \_\_\_\_\_ American,  
he's English.



4 It \_\_\_\_\_ cold,  
it's hot!



5 We \_\_\_\_\_ Spanish,  
we're French!



6 They \_\_\_\_\_ blue,  
they're red!

## Forma interrogativa

singolare	plurale
Am I... ?	Are we... ?
Are you... ?	Are you... ?
Is he/she/it... ?	Are they... ?

### ④ Sottolinea l'alternativa corretta.

- 1 Are/Is he a teacher?
- 2 Am/Are you on the beach?
- 3 Am/Is I late?
- 4 Is/Are they OK?
- 5 Are/Am we ready?

## Risposte brevi

singolare	plurale
Yes, I am. No, I'm not.	Yes, we are. No, we aren't.
Yes, you are. No, you aren't.	Yes, you are. No, you aren't.
Yes, he/she/it is. No, he/she/it isn't.	Yes, they are. No, they aren't.



### Watch out!

Ricorda che nelle risposte brevi affermative non si usa mai la forma contratta.

## 5 Abbina le domande alle risposte.

- |                          |                    |
|--------------------------|--------------------|
| 1 Are you Tony?          | a No, they aren't. |
| 2 Are your teachers shy? | b Yes, it is!      |
| 3 Are we late?           | c Yes, I am!       |
| 4 Is it hot?             | d No, we aren't.   |
| 5 Is he happy?           | e Yes, he is.      |

## 6 Riordina le parole per formare delle frasi affermative, negative o interrogative.

- very hot / is / it / today  
\_\_\_\_\_
- a teacher / isn't / my sister  
\_\_\_\_\_
- they / your parents / are / ?  
\_\_\_\_\_
- from Australia / she / is / ?  
\_\_\_\_\_
- late / for the lesson / not / I / am  
\_\_\_\_\_

## Aggettivi possessivi

Pronomi personali soggetto	Aggettivi possessivi
I	my
you	your
he/she/it	his/her/its
we	our
you	your
they	their



### Watch out!

Ricorda che gli aggettivi possessivi concordano sempre con il possessore, non con la cosa posseduta.

## 7 Scegli l'opzione corretta.



- 1 No, it's \_\_\_ ice cream!  
A my  
B his  
C their



- 2 \_\_\_ rucksack is red.  
A Our  
B His  
C Her



- 3 \_\_\_ cat is big!  
A Her  
B Their  
C Its



- 4 \_\_\_ name is Greta.  
A Our  
B His  
C Her



- 5 It's \_\_\_ frisbee, thank you!  
A its  
B their  
C our



- 6 \_\_\_ sister is very shy!  
A Their  
B My  
C Her

## 8 Completa il testo su di te!

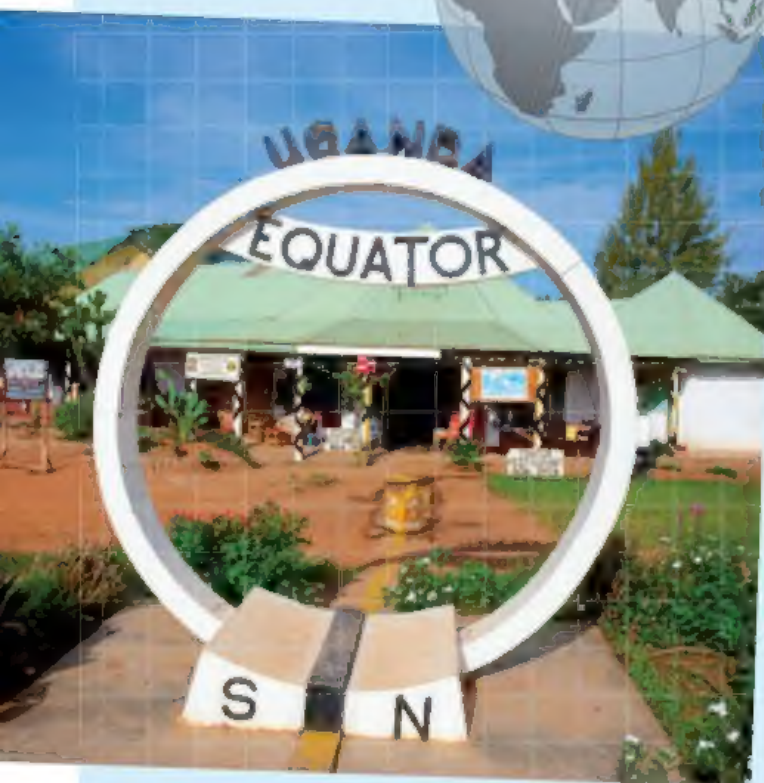
Hi, my name is \_\_\_\_\_  
and I am \_\_\_\_\_ years old.  
I \_\_\_\_\_ from \_\_\_\_\_  
My nationality is \_\_\_\_\_!  
I \_\_\_\_\_ at school now.  
My friends are \_\_\_\_\_.

OVER  
TO YOU!

*My photo*



## MAPS



Geography is the study of the planet earth and its people. The word 'geography', used for the first time by Eratosthenes of Cyrene, is from the Greek: *geo* is 'earth' and *graphia* is 'description'.

Compass points indicate the directions North, South, East and West.

A map is divided by lines of latitude and longitude.

The lines of latitude are horizontal and run from zero degrees in the centre (the Equator) to 90 degrees at the North and South Poles. The lines of latitude are all parallel.

The lines of longitude are vertical and they all meet at the North and South Poles. The zero is the Greenwich Meridian Line and the lines of longitude go from 0° to 180° East and 180° West.

Geographical coordinates represent any point on the earth's surface and are a series of numbers; the first numbers are the latitude (North or South of the Equator) and the second numbers are the longitude (East or West of The Greenwich Meridian). For example, the geographical coordinates of Rome are: 41.9° N, 12.4° E.

## Glossary

used utilizzata

compass bussola

is divided è divisa

latitude latitudine

longitude longitudine

degrees gradi

coordinates coordinate

any qualsiasi

## READING COMPREHENSION

1 Leggi e ascolta il testo.

2 Scegli l'opzione corretta.

- Geography is the study of the \_\_\_\_\_ and its people.  
A earth    B moon    C sun
- The word 'geography' is from the \_\_\_\_\_.  
A Latin    B Sanskrit    C Greek
- The four principal directions on a map are North, South, \_\_\_\_\_ and West.  
A East    B Est    C Ost
- The Equator is at \_\_\_\_\_ latitude.  
A 180° N    B 0°    C 180° S
- Lines of longitude are \_\_\_\_\_.  
A parallel    B vertical    C horizontal
- The first numbers in a geographical coordinate indicate the \_\_\_\_\_.  
A latitude    B longitude    C Greenwich Meridian

## Inventor's Corner

Eratosthenes of Cyrene (276 BC-195/194 BC)

INVENTION: first map of the world with lines of latitude and longitude

NATIONALITY: Greek

WHEN: approx 240 BC





LET'S HAVE  
**SOME**  
Fun!

- ① Completa le frasi e, seguendo gli indizi, inserisci i nomi delle città nella mappa del Regno Unito.



- 1 The capital of Ireland is D\_\_\_\_\_.
- 2 The capital of Northern Ireland is B\_\_\_\_\_.
- 3 The capital of Scotland is E\_\_\_\_\_.
- 4 The capital of England is L\_\_\_\_\_.


- 5 The capital of Wales is C\_\_\_\_\_.
- 6 Cork is I\_\_\_\_\_ 's second city.
- 7 Glasgow is S\_\_\_\_\_ 's second city.
- 8 Birmingham is E\_\_\_\_\_ 's second city.

*Nobody can be truly English until he can say 'really' in 17 different ways.*

Paul Johnson



## TONGUE TWISTER

- ②  3 Ascolta lo scioglilingua e indica se le lettere in grassetto corrispondono ai suoni /ɪ/ o /i:/. Poi riascoltalo e cerca di ripeterlo il più velocemente possibile!

His Scottish sheep are sweet.

1





# EXPLORE NUMBERS!

## VOCABULARY

### ① Numbers (1-100) Abbina le parole ai numeri.

- |                |       |
|----------------|-------|
| 1 twenty-seven | a 100 |
| 2 eighteen     | b 49  |
| 3 thirty-three | c 18  |
| 4 one hundred  | d 51  |
| 5 eighty-six   | e 72  |
| 6 forty-nine   | f 27  |
| 7 seventy-two  | g 33  |
| 8 fifty-one    | h 86  |

### ② Calculations Esegui queste operazioni matematiche e scrivi il risultato in lettere.

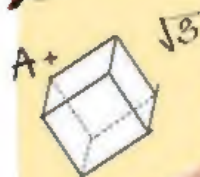
+ plus	x times	= equals
- minus	÷ divided by	

- |  |                 |
|--|-----------------|
| 1 nine plus five equals                  | <u>fourteen</u> |
| 2 thirty-one plus eleven equals          | _____           |
| 3 seven times three equals               | _____           |
| 4 twenty-two minus four equals           | _____           |
| 5 ninety-nine minus<br>ninety-one equals | _____           |
| 6 thirty-two divided by two<br>equals    | _____           |

### ③ Dates Scegli l'opzione corretta.

- The thirty-first of December, nineteen ninety-nine  
A 21/12/1998 B 31/12/1999 C 31/12/1998
- The nineteenth of April, two thousand and two  
A 19/04/2002 B 17/04/2002 C 19/05/2003
- July the twenty-seventh, two thousand and four  
A 21/08/2014 B 27/07/2004 C 07/02/2004
- August the eighteenth, two thousand and fifteen  
A 18/06/2014 B 17/08/2015 C 18/08/2015

$$2+2=4$$



$$2+2=4$$

## Birthday Numbers Quiz

If the world population is approximately 7 billion people, there are about 19 million birthdays every day. So about 19 million other people on the planet earth have the same birthday as you!

Now take the Birthday Numbers Quiz and discover your secret personality.

To calculate your birth number, add all the numbers of your birthday until there is only one number.

For example, if your birthday is June the 10th, 2004:

$$6 + 10 + 2004 = 2020 = 2 + 0 + 2 + 0 = 4$$

Your birth number in this example is 4, the conservative.

## READING COMPREHENSION

### ④ Leggi e ascolta il testo.

### ⑤ Rileggi il testo e indica se le frasi seguenti sono vere (T = true) o false (F = false).

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1 About 7 billion people live on the planet earth.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 There are about 18,000,000 people with the same birthday as you! | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The peacemaker is a natural diplomat.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The conservative is a good student.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The family is not important for a romantic.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The performer is unlucky.  | <input type="checkbox"/> | <input type="checkbox"/> |



## 1 THE ORIGINATOR

You are an original thinker\* and great at brilliant new ideas.

Famous originators include Tom Hanks and Robert Redford.



## 2 THE PEACEMAKER

You are a natural diplomat and a very good friend.

Famous peacemakers include Madonna, Thomas Edison and Mozart.



## 3 THE IDEALIST

You are very social\* and romantic.

Famous idealists include Salvador Dalí and Jodie Foster.



## 4 THE CONSERVATIVE

You are traditional and a good student.

Famous conservatives include Arnold Schwarzenegger and Tina Turner.



## 5 THE NON-CONFORMIST

You are an explorer and love new situations.

Famous non-conformists include Vincent van Gogh and Abraham Lincoln.



## 6 THE ROMANTIC

You love art and music and your family is very important.

Famous romantics include Albert Einstein, Christopher Columbus and Meryl Streep.



## 7 THE INTELLECTUAL

You are a natural philosopher and ask lots of questions.

Famous intellectuals include William Shakespeare, Michael Jackson and Princess Diana.



## 8 THE PROBLEM SOLVER

You are very objective and decisive.\*

Famous problem solvers include Pablo Picasso, George Harrison and Jane Fonda.



## 9 THE PERFORMER

You are a natural entertainer\* and lucky in life.

Famous performers include Harrison Ford and Elvis Presley.



thinker pensatore  
peacemaker pacificatore  
social socievole  
decisive risoluto  
entertainer intrattenitore

## FUNCTIONS - Saying dates and the time

Per chiedere e dire l'orario

What time is it?  
What's the time?

It's nine o'clock.  
It's ten past/to nine.  
It's (a) quarter past/to ten  
It's half past nine.



Per chiedere e dire la data

What is the date today?  
Today is the eleventh of August/August the eleventh.



Per chiedere e dire il giorno del tuo compleanno

When is your birthday?  
My birthday is the 29th of May.



### 6 Riordina le domande.

- 1 time / what / it / is / ?
- 2 the / today / date / what / is / ?
- 3 your / when / birthday / is / ?

### 7 Ora rispondi alle domande dell'esercizio 6 in modo personale.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



## Preposizioni di tempo

ore del giorno	<i>We eat lunch at 1 o'clock.</i>
pasti	<i>See you at dinner!</i>
periodi festivi	<i>I visit my grandpa at Christmas.</i>
con night	<i>The stars are visible at night.</i>
giorni	<i>The party is on Saturday.</i>
date	<i>My birthday is on October the 20th.</i>
parti del giorno (tranne night)	<i>I watch TV in the afternoon.</i>
mesi	<i>My holiday is in August.</i>
stagioni	<i>It's cold in winter.</i>
anni	<i>The next Olympics are in 2020.</i>

## ① Completa le frasi con le preposizioni corrette.

- 1 My birthday is \_\_\_\_\_ November the 11th
- 2 I play with friends \_\_\_\_\_ the afternoon.
- 3 The film starts \_\_\_\_\_ half past seven.
- 4 See you \_\_\_\_\_ 10 o'clock tomorrow!
- 5 It's hot \_\_\_\_\_ the summer.
- 6 My dad washes his car \_\_\_\_\_ Sundays.

## Articoli

persone o cose non specificate	<i>There is an apple in the fridge.</i>
persone o cose nominate per la prima volta	<i>There is a dog in the garden.</i>
persone o cose specifiche	<i>The English teacher is in the classroom.</i>
persone o cose già nominate in precedenza	<i>There is a book on the table. The book is a summer book.</i>

## ! Watch out!

Ricorda che **a** si usa davanti ai nomi che iniziano per consonante; **an** si usa invece davanti ai nomi che iniziano per vocale e **h** muta come *honest*, *honour*, *hour*.

② Completa le espressioni con **a** o **an**.

- |                      |                    |
|----------------------|--------------------|
| 1 _____ day          | 4 _____ house      |
| 2 _____ email        | 5 _____ honest man |
| 3 _____ English book | 6 _____ watch      |

③ Osserva le immagini e completa le frasi con **the** o **a/an**.

1 We love beach!



2 I prefer mountain!



3 It's horrible day!



4 Today is 28th of August.



5 \_\_\_\_\_ students are on holiday



6 There is \_\_\_\_\_ cat on \_\_\_\_\_ bed!

## ④ Ora traduci le frasi dell'esercizio 3 in italiano.

- 1 Noi amiamo la spiaggia
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



## Plurale dei nomi

La maggior parte dei nomi forma il plurale aggiungendo *-s* alla fine della parola.  
Ma ci sono delle **VARIAZIONI ORTOGRAFICHE** nei nomi che terminano in:

<i>-s, -ss, -sh, -ch, -x, -z, -o</i>	si aggiunge <i>-es</i>	<i>kiss → kisses</i>
consonante + <i>-y</i>	si aggiunge <i>-ies</i>	<i>family → families</i>
<i>-f, -fe</i>	si aggiunge <i>-ves</i>	<i>life → lives</i>



### Watch out!

Ricorda che alcuni nomi hanno il plurale irregolare:

*one child → two children*

*one person → two people*

*one man → two men*

*one woman → two women*

Altri nomi hanno il plurale uguale al singolare:

*one fish → two fish*

*one sheep → two sheep*

## 5 Scrivi il plurale dei seguenti nomi.

- party \_\_\_\_\_
- date \_\_\_\_\_
- number \_\_\_\_\_
- person \_\_\_\_\_
- leaf \_\_\_\_\_
- boy \_\_\_\_\_

## Parole interrogative

Who?	Chi?
Which?	Quale tra questi?
What?	Quale?/Cosa?
Where?	Dove?
When?	Quando?
Why?	Perché?
How?	Come?
How old?	Quanti anni?



### Watch out!

Ricorda che eventuali preposizioni vanno alla fine della frase.

*Where are you from?*

Da dove vieni?

## 6 Leggi le risposte e completa le domande con le parole interrogative corrette.

- A \_\_\_\_\_ are you?  
B I'm fine thanks.
- A \_\_\_\_\_ is your name?  
B It's Luigi.
- A \_\_\_\_\_ is your brother?  
B He's at home.
- A \_\_\_\_\_ are you?  
B I'm 12.
- A \_\_\_\_\_ is your teacher?  
B My teacher is Mr Brown.
- A \_\_\_\_\_ is your birthday?  
B It's on March the 13th

## 7 Completa il testo con le parole nel riquadro.

from what the an friends  
on when a in

Katy's birthday is (1) \_\_\_\_\_ the 14th of August. (2) \_\_\_\_\_ star sign is she? She is (3) \_\_\_\_\_ Leo! Her best (4) \_\_\_\_\_ are Maria and Mattias. They are (5) \_\_\_\_\_ Uruguay. (6) \_\_\_\_\_ is Maria's birthday? Well, she is (7) \_\_\_\_\_ Aries. Her birthday is on (8) \_\_\_\_\_ 19th of April. Mattias's birthday is (9) \_\_\_\_\_ October. He is a Libra.

## 8 Completa il testo su di te rispondendo alle domande.

- How old are you?
- When is your birthday?
- What is the date today?
- Where are you now?
- What time is it?

I'm \_\_\_\_\_  
years old and my birthday

Today is \_\_\_\_\_  
Now I'm \_\_\_\_\_  
and it's \_\_\_\_\_



## Maths

- 1 The word 'mathematics' is from the Greek *máthēma*, which translates as 'learning', 'study' or 'science'.

- 2 The origin of the calculator is the abacus.



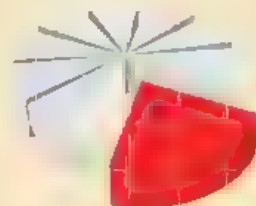
- 3 The word 'calculus' is from the Greek word for pebbles because the Greek Pythagorean mathematicians used pebbles to represent numbers.

- 4 Four is the only number in English that has the same number of letters as the number it represents.

- 5 It is very easy to remember the value of Pi ( $\pi = 3.1415926$  etc.) if you remember the phrase *May I have a large container of coffee?* Each word has the same number of letters as the number Pi (May = 3 letters, I = 1 letter, have = 4 letters, a = 1 letter, large = 5 letters, etc.).

3 14159265358979323  
84626433832795028841971  
69399375105820974948592  
307 816 406  
28 620  
89 986  
28 054  
52 534  
211 7067  
9821 480  
86515 2828 0  
664709 3844609550  
582231 72555940  
812 8481

- 6 The word 'fraction' is from the Latin *fractio*, 'to break'.



- 7 The total of the numbers 1 to 100 ( $1 + 2 + 3 + 4 + 5 \dots$ ) is 5,050.

- 8 It is easy to know if any number is divisible by 3. Total the digits of the number and check if it is divisible by 3. (For example  $642 = 6 + 4 + 2 = 12$  and 12 is divisible by 3 and so 642 is also divisible by 3!)

- 9 The name of the search engine Google is from a typing mistake of the word 'googol'. A googol is 1 followed by 100 zeros!

## Frasi

sassolini

controlla se

Posso avere

motore di ricerca

rompere

errore di battitura

cifre

seguito da

## READING COMPREHENSION

- 1 Leggi e ascolta il testo.
- 2 Rileggi il testo e completa le frasi con le parole nel riquadro.

fraction    zeros    3.1415926  
Greek    5,050    four

- 1 The word 'mathematics' is from the \_\_\_\_\_
- 2 \_\_\_\_\_ has the same number of letters as the number it represents.
- 3 The value of Pi is \_\_\_\_\_
- 4 The word \_\_\_\_\_ is from the Latin.
- 5 The number \_\_\_\_\_ is the total of the numbers 1 to 100
- 6 A 'googol' is 1 followed by 100 \_\_\_\_\_

## Inventor's Corner

*It is not certain that everything is uncertain.*

**Blaise Pascal** (1623-1662)

INVENTION: calculator

NATIONALITY: French

AGE: 18

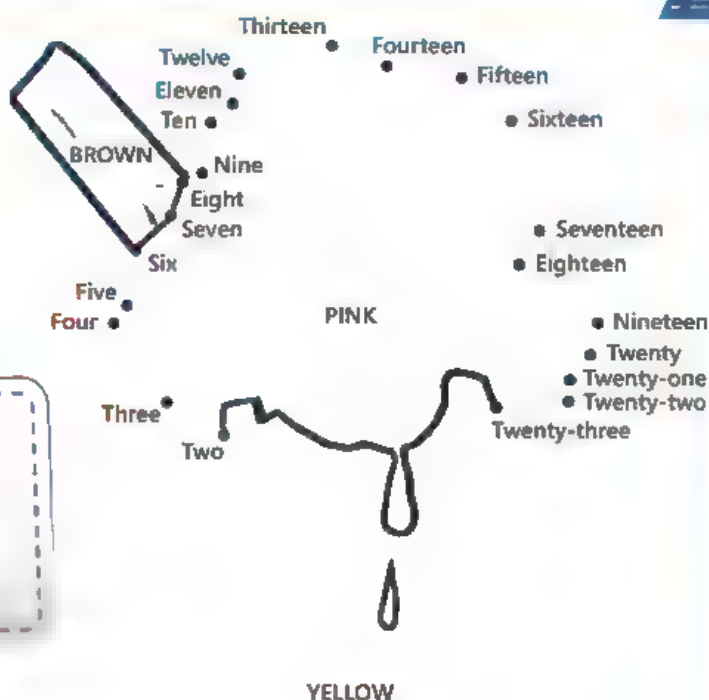
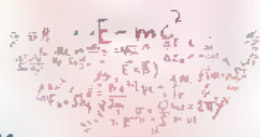
WHEN: 1642







*Mathematics  
is like love;  
a simple idea but  
it can be complicated!*



- ① Unisci i punti nell'immagine da 1 a 24 e scrivi il nome dell'oggetto che è apparso con l'articolo corretto. Poi colora le aree con i colori indicati.

IT IS

- ② **Magic with Maths!** Segui le istruzioni per scoprire la data di nascita e il numero di scarpe dei tuoi amici!

- 1 Ask your friend to write his/her **SHOE SIZE** but not tell you the number!
- 2 Your friend then multiplies his/her shoe size by **100**.
- 3 Your friend then subtracts his/her **YEAR OF BIRTH** from the shoe size x 100.
- 4 Ask your friend to tell you this final number and add the current year.
- 5 You can immediately tell him/her his/her **AGE** this year and **SHOE SIZE**! The first two numbers are your friend's shoe size and the second two numbers are your friend's age this year!

One • Twenty-four

### FOR EXAMPLE:

Your friend's shoe size is 36.  
 $36 \times 100 = 3,600$ .

Your friend's year of birth is 2006.  
 $3,600 - 2,006 = 1,594$ .


Your friend only tells you the number 1,594.

You then calculate in your head:  
 $2017 \text{ (or this year)} + 1,594 = 3,611$ .

Your friend's shoe size is 36 and he/she is 11 years old!

**MAGIC!!**

### TONGUE TWISTER

- ③  Ascolta lo scioglilingua e indica se le lettere in grassetto corrispondono ai suoni /θ/ o /ð/. Poi riascoltalo e cerca di ripeterlo il più velocemente possibile!

**The thirty-third thinker that thinks!**





# EXPLORE PEOPLE *and* THINGS!

## VOCABULARY

1 **Personal possessions** Abbina le parole alle immagini.

- 1 ☐ sunglasses  
2 ☐ mobile phone  
3 ☐ earphones  
4 ☐ keys

- 5 ☐ tablet  
6 ☐ wallet  
7 ☐ camera  
8 ☐ mirror



2 7 Leggi e ascolta il testo.

3 **Physical descriptions** Rileggi il testo e completa la tabella con le parole per descrivere l'aspetto fisico.

eyes	blue, _____
hair	short, brown, _____
body	short, _____
other	glasses, _____

**Ned's Declassified School Survival Guide** (*Ned Scuola di Sopravvivenza*) is an American television show also on Italian TV. The show has got three main characters: Ned Bigby, Jennifer 'Moze' Mosely and Simon 'Cookie' Nelson Cook. They are three friends at James K. Polk Middle School in California.

Ned's got short, brown hair and blue eyes. Moze has got long, brown hair and brown eyes. Cookie's got short, brown hair and dark eyes. In the photo, Cookie's got special glasses with a personal computer display and Ned's got his famous survival guide. But what is this survival guide? It's a list of Ned's tips\* on how to survive school life!

Ned's character is intelligent but he's lazy\* and his school results aren't brilliant. Moze's character is also intelligent but she gets great results at school. Cookie's character has got a talent for technology. In fact he's got a computer motherboard\* in his locker!\*

## READING COMPREHENSION

4 Rileggi il testo e abbinare i nomi dei personaggi alle immagini A-D.

- 1 ☐ Gordy  
2 ☐ Mr Combover  
3 ☐ Suzie Crabgrass  
4 ☐ Billy Loomer

5 Rispondi alle domande scrivendo i nomi dei personaggi.

Who's got...

- 1 blue eyes? Ned, Billy Loomer.  
2 blond hair? \_\_\_\_\_  
3 glasses? \_\_\_\_\_  
4 a survival guide? \_\_\_\_\_  
5 a beard? \_\_\_\_\_  
6 a computer motherboard? \_\_\_\_\_

Other important characters include:

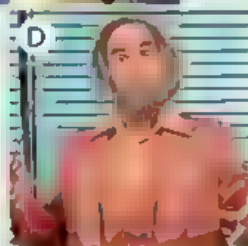
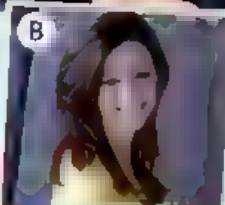
**GORDY** is the janitor\* at Polk Middle School and he's 40 years old. He is not a good janitor but he helps Ned and Moze with their crazy adventures. He's tall and has got short, dark hair. He hasn't got glasses.

**MR COMBOVER** is Ned's music teacher and loves classical music. He's got strange, blond hair and an incredible beard!

**SUZIE CRABGRASS** is Moze's rival in everything, including Ned! At first, Moze and Suzie are enemies\* but then they become best friends. Suzie has got long, brown hair and brown eyes.

**BILLY LOOMER** is the school bully. He loves Moze but hates Ned and Cookie. He's got short, blond hair and blue eyes.

## Ned's DECLASSIFIED SCHOOL SURVIVAL Guide™



## FUNCTIONS - Describing people physically

Descrivere occhi e capelli

I've got He/She's got We/You/They've got	{	long/short	}	hair.
		curly/wavy/straight		
	{	black/brown/blond(e)	}	eyes.
		brown/green/blue		
	{	big/small	}	

tips suggerimenti

lazy pigro

motherboard scheda madre

locker armadietto

janitor bidello

enemies nemiche

Parlare della corporatura

I am He/She is We/You/They are	}	tall/short.
		fat/thin/plump.

6 Abbina le descrizioni a questi quadri famosi. Attenzione: c'è un quadro in più!

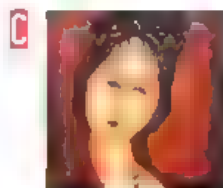
- 1 ☐ She's got brown hair and blue eyes. She's also got a very long neck!
- 2 ☐ She's got long, wavy hair and brown eyes. She hasn't got dark hair, she's got blonde hair.
- 3 ☐ She's got long, dark hair and dark skin. She hasn't got blue eyes.



Andy Warhol,  
Orange Marilyn



Botticelli,  
La nascita di Venere



Amedeo Modigliani,  
Portrait of Jeanne



Paul Gauguin,  
La femme au mango

7 Ora descrivi il quadro che manca prendendo a modello le descrizioni dell'esercizio 6.



**have got: Present simple**

I have got	I've got
you have got	you've got
he/she/it has got	he's/she's/it's got
we have got	we've got
you have got	you've got
they have got	they've got

**1 Completa le frasi con la forma affermativa di *have got*.**

- He' \_\_\_\_\_ a new smartphone.
- I' \_\_\_\_\_ short hair.
- You' \_\_\_\_\_ blue eyes!
- Anne and Susan \_\_\_\_\_ long hair.
- My brother and I \_\_\_\_\_ a dog

negativa	contrattiva
I have not got	I haven't got
you have not got	you haven't got
he/she/it has not got	he/she/it hasn't got
we have not got	we haven't got
you have not got	you haven't got
they have not got	they haven't got

**2 Osserva l'immagine e completa il testo con la forma affermativa o negativa di *have got*.**

This is Mark's room. He (1) \_\_\_\_\_ a computer, a lamp, a clock and a guitar. He (2) \_\_\_\_\_ a microscope but he (3) \_\_\_\_\_ a telescope. He (4) \_\_\_\_\_ a cycle helmet but he (5) \_\_\_\_\_ a rollerblade. The room (6) \_\_\_\_\_ a window.

singolare	plurale
Have I got... ?	Have we got... ?
Have you got... ?	Have you got... ?
Has he/she/it got... ?	Have they got... ?

Yes, I have.	Yes, we have.
No, I haven't.	No, we haven't.
Yes, you have.	Yes, you have.
No, you haven't.	No, you haven't.
Yes, he/she/it has.	Yes, they have.
No, he/she/it hasn't.	No, they haven't.

**3 Che cosa possiedono Lisa, Mark, Henry e Catrin? Osserva le immagini e scrivi domande e risposte come nell'esempio.**

- Mark / Facebook page?  
'Has Mark got a Facebook page?' 'Yes, he has.'
- Henry and Lisa / camera?  
\_\_\_\_\_
- Catrin and Lisa / frisbee?  
\_\_\_\_\_
- Catrin / cycle helmet?  
\_\_\_\_\_
- Catrin / camera?  
\_\_\_\_\_

## Genitivo sassone

Il possesso o il rapporto tra persone si esprime in inglese con:

nome POSSESSORE + 's + nome PERSONA/COSA

*It's Jack's birthday.*

Ma ci sono delle ECCEZIONI nei:

nomi propri che terminano in -s	si aggiunge '	<i>Tim is James' friend.</i>
nomi plurali regolari		<i>Richard is the girls' brother.</i>

### ! Watch out!

Ricorda che quando due persone possiedono qualcosa insieme, si aggiunge 's solo alla seconda persona.

*They are Kate and Jane's friends.*

Loro sono gli amici di Kate e Jane.

*They are Kate's and Jane's friends.*

Loro sono gli amici di Kate e quelli di Jane.

### 4 Riscrivi le frasi con il genitivo sassone dei nomi tra parentesi.

- I've got his bag. (Mike)  
*I've got Mike's bag.*
- We've got their ice creams! (Dave and Greg)
- This is her father. (my girlfriend)
- Have you got his phone number? (James)
- Her friends and his friends are on the beach. (Lucy and Mark)
- Her sister has got blonde hair. (Shelly)

## this/that/these/those

	Singolare	Plurale
vicino a chi parla	<i>this</i> questo/a	<i>these</i> questi/e
lontano da chi parla	<i>that</i> quello/a	<i>those</i> quegli, quelli/e

### 5 Osserva le immagini e completa le frasi con *this, that, these* e *those*.



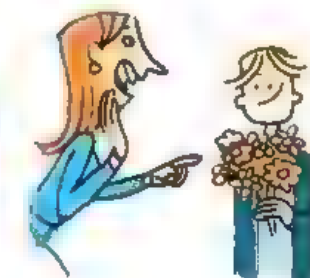
1 Is \_\_\_\_\_ the president's car?



2 Is \_\_\_\_\_ Lady Gaga's new CD?



3 Are \_\_\_\_\_ your keys?



4 Are \_\_\_\_\_ flowers for me?

### 6 Completa il testo su di te rispondendo alle domande.

- Describe yourself physically.
- What colour hair and eyes have you got?
- Have you got any brothers or sisters?
- Have you got any best friends?
- Describe your brother, your sister or your best friend physically.

I'm \_\_\_\_\_ and  
I've got \_\_\_\_\_  
and \_\_\_\_\_  
I've got/I haven't got \_\_\_\_\_

My brother/sister/best friend is \_\_\_\_\_ and he/  
she's got \_\_\_\_\_  
and \_\_\_\_\_



## MODERN BRAILLE



With modern hardware and software applications, blind\* people have now got the opportunity to use email, read documents, write, browse\* the Internet, chat on the Internet, download files, and burn\* music too. There are even smartphones with Braille technology. There is also Braille on every box of medicine and there are special road maps and musical scores\* for blind people to read.

**The Braille interpreter** is a technological glove, headphones and a bluetooth connection. The glove has got a tactile sensor and interpreter software. The software translates\* the Braille from the book to audio and the person listens to the voice on his earphones.

#### The Braille computer display

A Braille display translates the text on an e-book or computer into Braille on a special keyboard. The cells on the display change as the person reads the text.

#### But what is Braille?

Braille is a system of six dots\* in individual cells. Each cell represents a letter, number or word. Check out the Braille alphabet on the opposite page!



clicche  
browse navigare  
burn masterizzare  
every ogni

spartiti musicali  
glove guanto  
translates traduce  
dots puntini

## READING COMPREHENSION

1 Leggi e ascolta il testo.

2 Rileggi il testo e sottolinea l'alternativa corretta.

- 1 It is possible to *browse/burn* the Internet with Braille.
- 2 There is Braille on every box of *cereals/medicine*.
- 3 Special *smartphones/projectors* have got Braille technology.
- 4 The Braille interpreter has got a *jacket/glove*.
- 5 A Braille display translates the *text/images* on an online document.
- 6 There are *six/eight* dots in an individual Braille cell.

*Braille is knowledge and knowledge is power.*

**Louis Braille** (1809-1852)

INVENTION: tactile system of reading and writing for the blind

NATIONALITY: French

AGE: 15

WHEN: 1824



LET'S HAVE  
SOME  
FUN!

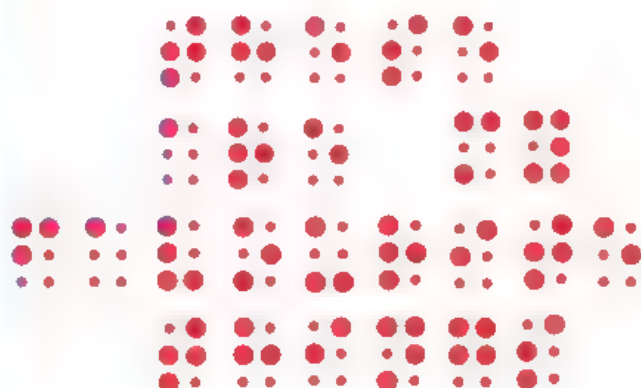
*Getting information from the Internet  
is like taking a drink from a fire  
hydrant.*

(Mitchell Kapor,  
pioneer of the  
personal  
computing  
industry)



① Osserva l'alfabeto Braille e decifra la frase.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

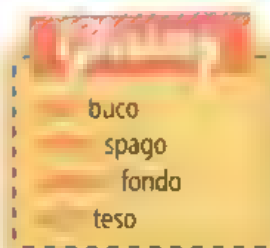


② **Make a string telephone!** Segui le istruzioni per costruire un telefono con lo spago.

- 1 Make a small hole in the bottom\* of each cup.
- 2 Tie the string through each cup.
- 3 Stand 20 metres (or the length of the string) from your friend and pull the cup to your mouth.
- 4 Your friend puts the cup to his/her ear. The string **MUST** be tight\* and **MUST NOT** touch any object.

Now talk to your friend!

- 2 paper/plastic cups
- something to make a small hole
- about 20 metres of string



## TONGUE TWISTER

- ③  9 Ascolta lo scioglilingua e cerchi il suono /h/. Poi riascoltalo e cerca di ripeterlo il più velocemente possibile!

Who helps a hundred hippos have a happy birthday?





# EXPLORE HOUSE and FOOD!

## VOCABULARY

- ① **Rooms and furniture** Completa la tabella con le parole nel riquadro.

sofa wardrobe toilet bed oven  
shower armchair fridge

kitchen

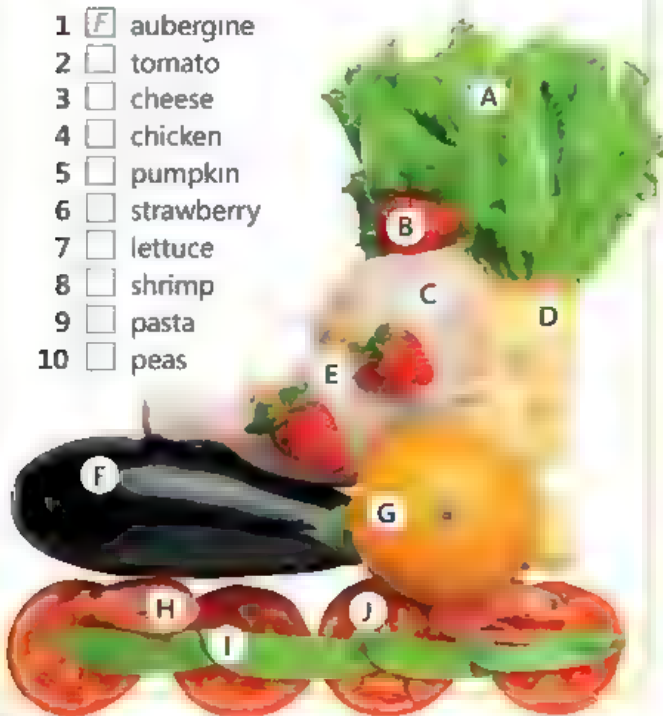
living room

bedroom

bathroom

- ② **Food** Osserva l'immagine e abbinla gli alimenti alle parole.

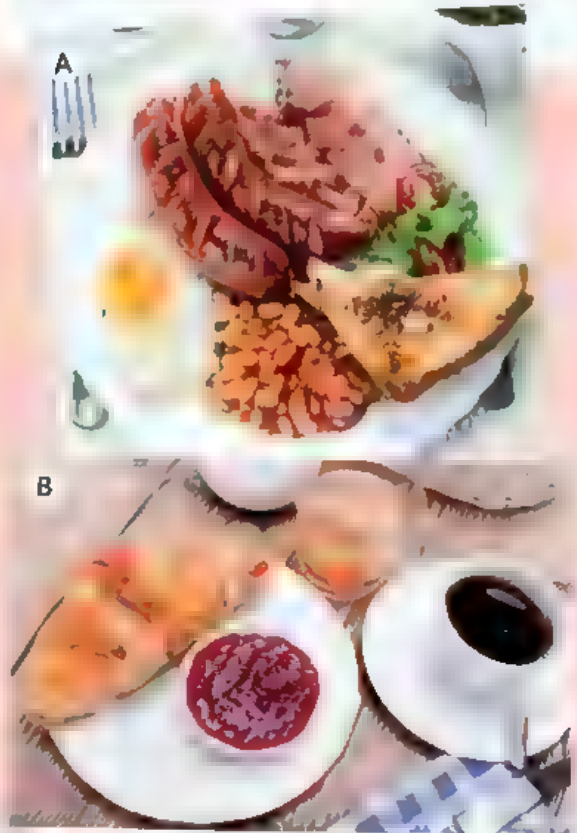
- 1 ☐ aubergine
- 2 ☐ tomato
- 3 ☐ cheese
- 4 ☐ chicken
- 5 ☐ pumpkin
- 6 ☐ strawberry
- 7 ☐ lettuce
- 8 ☐ shrimp
- 9 ☐ pasta
- 10 ☐ peas



## Typical Breakfasts from around the World

*Eat breakfast like a king, lunch like a prince and dinner like a pauper.\**

Adelle Davis



## READING COMPREHENSION

- ③ Leggi e ascolta il testo.

- ④ Rileggi il testo e abbinla i paesi alle immagini A-D.

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1 <input type="checkbox"/> Japan   | 3 <input type="checkbox"/> Denmark |
| 2 <input type="checkbox"/> England | 4 <input type="checkbox"/> France  |

- ⑤ Rileggi il testo e sottolinea l'alternativa corretta.

- 1 If we eat a good breakfast, we feel energetic/tired.
- 2 In England, the traditional breakfast is fried food/cakes.
- 3 The Japanese eat bread/rice for breakfast.
- 4 In France they eat salty/sweet food in the morning.
- 5 There is some fried meat/fresh cheese on the Danish breakfast table.



Why is it important to eat a healthy\* breakfast?

Well, during the night when we sleep, we don't normally eat for about 10 hours and when we wake up, our body and brain need energy to perform at school and work. In fact, the word *breakfast* means 'to break the fast'.\* If we don't eat a good breakfast, we feel tired and don't concentrate.

Let's see what type of breakfast people in other countries eat.



## BREAKFAST IN ENGLAND

Today most English people only eat cereals or toast for breakfast but this traditional English breakfast is fantastic for special occasions. There are two sausages, a fried\* egg, some bacon, some baked\* beans and toast with butter. All this with a nice cup of tea with milk!



## BREAKFAST IN JAPAN

A typical Japanese breakfast is very simple with some fish, rice and miso soup. Miso soup is a salty vegetable soup with tofu. There aren't any cakes or fried food on the Japanese breakfast table!



## BREAKFAST IN DENMARK

The Danish like cheese and salami with bread for breakfast. There are also some cereals with yoghurt. There isn't any fish on the Danish breakfast table!



## BREAKFAST IN FRANCE

On the French breakfast table there is some coffee, a glass of orange juice and a croissant with jam. There isn't any salty food!



pauper indigente, povero  
lea thy sana  
need hanno bisogno di  
to break the fast rompere il digiuno  
fried fritto  
baked cotti al forno  
salty salata

## FUNCTIONS - Shopping for food

### Chiedere qualcosa

Can I have a sausage?  
Can I have some milk?

### Chiedere la disponibilità e la quantità

Have we/you got any pasta?  
Is there any fruit?  
Are there any carrots?  
What have we/you got for lunch/dinner in the fridge?  
How much coffee have we got?  
How many potatoes have we got?

### Chiedere il prezzo

How much is this bread?  
How much are those aubergines?  
How much is it?

## 6 Completa i dialoghi con le parole nei riquadri.

any have we got some dinner haven't got

- A What's for (1) \_\_\_\_\_?  
B I don't know. What (2) \_\_\_\_\_ in the fridge?  
A Well, there are (3) \_\_\_\_\_ tomatoes and red peppers.  
B Have we got (4) \_\_\_\_\_ garlic or basil?  
A We've got some basil but we (5) \_\_\_\_\_ any garlic.  
B OK, let's have pasta with fried peppers and tomatoes for dinner!

any many help much

- A Can I (6) \_\_\_\_\_ you?  
B Yes, please. Have you got (7) \_\_\_\_\_ garlic?  
A Of course. How (8) \_\_\_\_\_?  
B Only one thanks.  
A Here you are. Anything else?  
B No, that's all thanks. How (9) \_\_\_\_\_ is it?  
A It's £1.25.



## Preposizioni di luogo



on under in next to

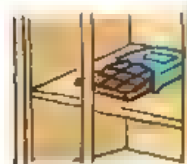
- ① Osserva le immagini e completa le frasi con *on*, *under*, *in* o *next to*.



1 His bag is  
the table.



2 Watch out! There is a  
tomato the chair.



3 'Where's the  
chocolate?' 'It's  
the cupboard!'



4 The pasta is  
the bread.



5 Her painting is  
the wall.



6 Your phone is  
the magazine.

## there is/ there are

	Singolare	Plurale
<b>Forma affermativa</b>	there is / there's	there are
<b>Forma negativa</b>	there is not / there isn't	there are not / there aren't
<b>Forma interrogativa</b>	Is there... ?	Are there... ?
<b>Risposte brevi</b>	Yes, there is. No, there isn't.	Yes, there are. No, there aren't.



## Watch out!

Ricorda che non esiste una forma contratta per *there are*.

②

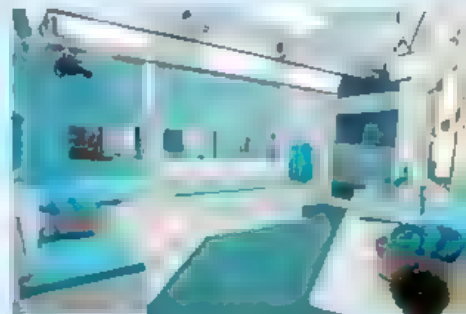
Completa il testo con la forma corretta di *there is* e *there are*.

## THE HOUSE OF THE USA BIG BROTHER



The house of the 16th series of American Big Brother has got a new 'treehouse' design.

The kitchen-dining room has got an enormous table with 16 chairs. In the sitting room (1) \_\_\_\_\_ two green sofas and two orange armchairs. (2) \_\_\_\_\_ a coffee table in the sitting room? Yes, (3) \_\_\_\_\_. (4) \_\_\_\_\_ three beds in the Fire and Earth bedrooms. (5) \_\_\_\_\_ only one bathroom but it is very big. It is turquoise and (6) \_\_\_\_\_ two sinks and a shower but (7) \_\_\_\_\_ a bath.



## Nomi numerabili e non numerabili

Numerabili	Non numerabili
hanno la forma <b>singolare e plurale</b> <i>one biscuit</i> → <i>two biscuits</i>	hanno solo la forma <b>singolare</b> <i>water</i> <i>sugar</i>
possono essere preceduti da <b>a/an</b> e <b>the</b> <i>an egg</i> <i>the cat</i>	possono essere preceduti da <b>the</b> ma <b>non</b> da <i>a/an</i> <i>(the) bread</i> <b>NON</b> <i>a bread</i>



## Watch out!

Per indicare una quantità precisa con i sostantivi non numerabili, bisogna usare altre espressioni come *a cup of coffee*, *a bottle of water*, *a piece of bread*.

### 3 Completa la tabella con le parole nel riquadro.

~~toy~~ money number child milk  
butter pea meat person cheese

Countable	Uncountable
toy	

### some/any

*Some* e *any* corrispondono in italiano a "un po'/alcuni/qualche, del/della/dei/degli/delle".

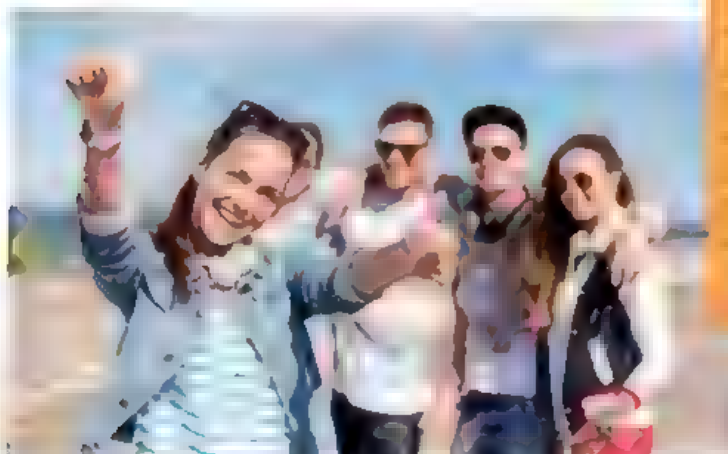
frasi affermative	<i>There are some eggs.</i> <i>There is some bread.</i>
frasi negative	<i>There aren't any girls.</i> <i>There isn't any tea.</i>
frasi interrogative	<i>Are there any oranges?</i> <i>Is there any coffee?</i>

### ! Watch out!

Ricorda che *some* e *any* si usano sia con i nomi **numerabili plurali** che con quelli **non numerabili**. Con i nomi non numerabili il verbo va al singolare.

### 4 Completa le frasi con *some* o *any*.

- There are \_\_\_\_\_ sausages in the fridge.
- There aren't \_\_\_\_\_ potatoes.
- Have you got \_\_\_\_\_ money?
- I haven't got \_\_\_\_\_ ice cream.
- Are there \_\_\_\_\_ people on the beach?
- She's got \_\_\_\_\_ euros in her pocket.
- Look! There are \_\_\_\_\_ fish in the sea!
- She's got \_\_\_\_\_ fantastic friends.



### How much/How many

*How much* e *How many* corrispondono in italiano a "quanto/i, quanta/e?".

How much milk is there?	nomi non numerabili
How many apples are there?	nomi numerabili



### Watch out!

Ricorda che *How much* si usa anche per chiedere il **prezzo**.

*How much are the shoes?*

Quanto costano le scarpe?

### 5 Sottolinea l'alternativa corretta.

- How *much/many* water have you got?
- How *much/many* melons are in the box?
- How *much/many* students have got blond hair in your class?
- How *much/many* is that skateboard?
- How *much/many* exercises are there in the book?
- How *much/many* are those postcards, please?
- How *much/many* pizzas can you eat?
- How *much/many* shoes have you got in your wardrobe?

### 6 Descrivi la tua colazione ideale, aiutandoti con gli esempi di colazione nel testo alle pagine 22-23.

On my ideal breakfast table, there \_\_\_\_\_

---



---



---



---



---



---





# THE BENTO BOX

Do your parents tell you not to play with your food? Well, great artists don't always listen to their parents and Japanese artist Mari Miyazawa regularly plays with food when she creates her Bento boxes for her children to take to school!

A Bento is the lunch box Japanese people take to work or school. A basic Bento is divided into two parts: there is rice in one half and eggs, vegetables, meat or fish in the other half. Like many other Japanese arts, beautiful but complicated Bento boxes follow several rules. An important rule is the 4-3-2-1 rule: 4 parts rice, 3 parts protein (meat, fish or eggs), 2 parts vegetable and 1 part for something especially tasty!

There are many different styles of Bento; *kyraben* (character bento) decorates the food to look like popular characters from Japanese cartoons, comics or video games. Another style is *oekakiben* or picture bento. These Bento boxes look like people, animals, buildings and flowers.

There are also similar forms of Bento boxes in the Philippines (called Baon), Korea (Dosirak), Taiwan (Biangand) and India (Tiffin) and Hawaii.

Look at these incredible pictures of how Japanese parents prepare their children's lunch!



metà  
saponto  
assomigliare a



## READING COMPREHENSION

- ① 11 Leggi e ascolta il testo.
- ② Rileggi il testo e scegli l'opzione corretta.
  - 1 Mari Miyazawa is a Japanese \_\_\_\_\_.  
A chef      B artist      C pilot
  - 2 A Bento box contains \_\_\_\_\_.  
A food      B money      C animals
  - 3 Half of a basic Bento box contains \_\_\_\_\_.  
A meat      B vegetables      C rice
  - 4 Kyraben Bento boxes contain food that looks like \_\_\_\_\_.  
A buildings      B comic book characters      C teachers
  - 5 You can find versions of the Bento box in the Philippines, Taiwan, Korea, \_\_\_\_\_ and Hawaii.  
A India      B Thailand      C Malaysia

INVENTION

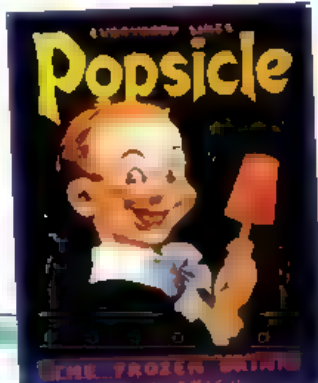
Frank Epperson

INVENTION:  
ice lolly

NATIONALITY:  
American

AGE: 11

WHEN: 1905





① Osserva questo quadro di Giuseppe Arcimboldo e rispondi alle domande.

- 1 What is there in Arcimboldo's painting?
- 2 Now, turn your book upside down and look at the picture again. What is there now?


② Trova queste dieci parole sull'arte nel cercaparle e scopri la frase nascosta.

artist artwork pen designer invention  
paintbrush pencil picture portrait project

I	P	O	R	T	R	A	I	T	P
D	N	R	T	H	E	R	A	A	A
E	E	V	O	I	S	N	R	R	I
T	A	S	E	J	N	Y	T	T	N
P	E	N	I	N	E	I	I	W	T
C	E	C	R	G	T	C	S	O	B
E	A	M	I	N	N	I	T	R	R
T	H	E	F	R	I	E	O	K	U
P	E	N	C	I	L	D	R	N	S
G	E	P	I	C	T	U	R	E	H



## TONGUE TWISTER

③  12 Ascolta lo scioglilingua e indica se le lettere in grassetto corrispondono ai suoni /ə/ o /ʌ/. Poi riascoltalo e cerca di ripeterlo il più velocemente possibile!

A **c**ute parachutist jumps from a **s**huttle!





# 5

## EXPLORE MUSIC!

### VOCABULARY

① **Musical instruments** Abbina gli strumenti alle immagini.

- |                                      |  |
|--------------------------------------|--|
| 1 <input type="checkbox"/> piano     | 6 <input type="checkbox"/> xylophone   |
| 2 <input type="checkbox"/> guitar    | 7 <input type="checkbox"/> bass guitar |
| 3 <input type="checkbox"/> drum      | 8 <input type="checkbox"/> violin      |
| 4 <input type="checkbox"/> trumpet   | 9 <input type="checkbox"/> bongos      |
| 5 <input type="checkbox"/> saxophone | 10 <input type="checkbox"/> harp       |



② **Daily routines** Leggi le frasi sulla giornata tipica di Stuart e completale con i verbi nel riquadro.

meets   does   gets up   goes   brushes  
plays   spends   wakes up   catches   finishes

- 1 Stuart wakes up at 7 a.m.
- 2 He \_\_\_\_\_ and has a shower.
- 3 He has breakfast and then \_\_\_\_\_ his teeth.
- 4 He \_\_\_\_\_ the school bus at 8 o'clock
- 5 School \_\_\_\_\_ at 3.30.
- 6 He \_\_\_\_\_ the guitar for about an hour.
- 7 He \_\_\_\_\_ his homework.
- 8 He \_\_\_\_\_ his friends in the park until dinner at 8 p.m.
- 9 He \_\_\_\_\_ time on the Internet until bedtime.
- 10 He \_\_\_\_\_ to bed at about 10.30.



AVICII

## A DAY IN THE LIFE OF AVICII

**AVICII** is from Sweden. He is only young and he is already\* one of the top EDM\* DJs in the world. He also plays the piano and is a remixer and record producer. He uses different names when he records different types of music: Avicii, Tim Berg, Tom Hange and his real name, Tim Bergling. When he DJs, he often plays his own records and usually decides his playlist before he goes on stage.\* He travels the world and works with famous EDM names like Madonna. He has got three million fans on his Facebook page and he sometimes models for Ralph Lauren. Not bad for a young boy!

### READING COMPREHENSION

③ 13 Leggi e ascolta il testo.

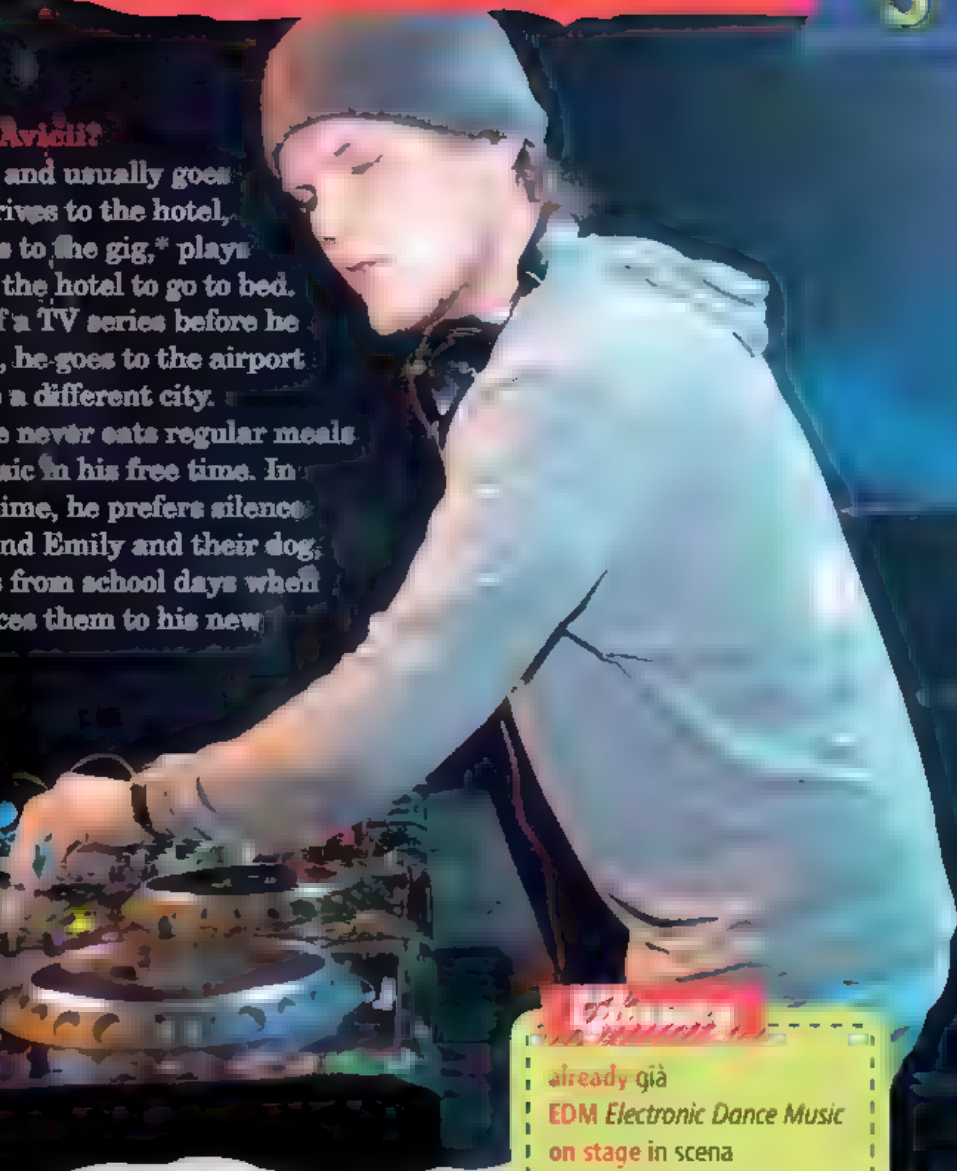
④ Rileggi il testo e rispondi alle domande.

- 1 What is Avicii's real name?
- 2 How many fans has he got on his Facebook page?
- 3 How does he usually travel between cities?
- 4 What does he usually do before he goes to sleep?
- 5 How often does he eat regular meals?
- 6 Does he often listen to music in his free time?

### But what is a normal day for Avicii?

On a typical tour day, he gets up and usually goes to the airport, catches a flight, drives to the hotel, relaxes for a couple of hours, goes to the gig,\* plays his music, and then goes back to the hotel to go to bed. He usually watches an episode of a TV series before he goes to sleep. When he wakes up, he goes to the airport again and takes another flight to a different city.

Because of his crazy lifestyle,\* he never eats regular meals and he doesn't often listen to music in his free time. In fact, when he has got some free time, he prefers silence and spends time with his girlfriend Emily and their dog, Bear. He also sees his old friends from school days when it is possible and always introduces them to his new superstar friends.



already già  
EDM Electronic Dance Music  
on stage in scena  
gig concerto  
lifestyle stile di vita

## FUNCTIONS - Talking about daily routines

Per chiedere e dire quanto spesso si fa qualcosa

How often  
do you play  
the piano?

I always/usually/  
often/sometimes/  
never play  
the piano.



Per chiedere e dire quando si fa qualcosa

What time  
do you get up?  
When do you clean  
your room?

I get up at 7 a.m.  
I clean my room on  
Sunday mornings.



### 5 Sottolinea l'alternativa corretta.

- 1 How often/What do you see your friends after school?
- 2 What/When do you do your homework?
- 3 What/Why do you eat for lunch?
- 4 What time/Who do you start school?
- 5 What time/Why do you like English?

### 6 Ora rispondi alle domande dell'esercizio 5 in modo personale.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



## Present simple

singolare	plurale
I like	we like
you like	you like
he/she/it likes	they like

### ! Watch out!

Alla terza persona singolare si aggiunge -s alla forma base del verbo. Ci sono però alcune VARIAZIONI ORTOGRAFICHE nei verbi che terminano in:  
 -ch, -sh, -s, -ss, -x, -z, -o → si aggiunge -es  
 consonante + -y → si aggiunge -ies  
 vocale + -y → si aggiunge -s

- ① Che cosa fanno di solito queste persone il sabato mattina? Osserva le immagini e completa le frasi con i verbi nel riquadro.

eat watch sleep work study play



1 Gus a  
sandwich



2 Trisha  
cartoons on TV.



3 Pete and John ..  
in the garden.



4 Mark .. football  
with his friends



5 Lesley  
French



6 Jack and Bill  
all morning!

positive	negative
I do not like	I don't like
you do not like	you don't like
he/she/it does not like	he/she/it doesn't like
we do not like	we don't like
you do not like	you don't like
they do not like	they don't like

### ! Watch out!

Ricorda che il verbo *do*, oltre a essere un verbo ausiliare, è un verbo normale e significa "fare".  
*Maria doesn't do her homework on Saturdays.*

- ② Completa le frasi con la forma negativa dei verbi tra parentesi.

- Marina \_\_\_\_\_ (like) ice cream!
- I \_\_\_\_\_ (go) to school on Saturdays.
- We \_\_\_\_\_ (study) in the summer!
- Alain and Doug \_\_\_\_\_ (listen) to music in English.
- Donald \_\_\_\_\_ (see) his friends after school.

### Forme interrogative

#### Singolare

Do I like... ?	Do we like... ?
Do you like... ?	Do you like... ?
Does he/she/it like... ?	Do they like... ?

### ! Watch out!

Ricorda che nelle domande le parole interrogative vanno prima dell'ausiliare *do/does*.  
*Why don't you study more?*

- ③ Riordina le parole e scrivi le domande.

- before / do / you / school / what / do / ?  
\_\_\_\_\_
- shower / you / have / do / a / ?  
\_\_\_\_\_
- she / does / do / homework / when / her / ?  
\_\_\_\_\_
- clean / he / how often / room / does / his / ?  
\_\_\_\_\_
- you / milk / drink / do / morning / the / in / ?  
\_\_\_\_\_

Yes, I do.	Yes, we do.
No, I don't.	No, we don't.
Yes, you do.	Yes, you do.
No, you don't.	No, you don't.
Yes, he/she/it does.	Yes, they do.
No, he/she/it doesn't.	No, they don't.

- 4 Che cosa fanno di solito Maggie e Dave il mercoledì? Osserva le immagini e rispondi alle domande con risposte brevi.



- Do Maggie and Dave get up early on Wednesdays?
- Does Maggie wash her hair?
- Do they go to school?
- Do they have lunch with their friends?
- Does Maggie play the saxophone?
- Does Dave watch TV in the evenings?

## Avverbi di frequenza

How often... ?	Quanto spesso?
always	sempre
usually	di solito
often	spesso
sometimes	a volte
never	mai

### Watch out!

Gli avverbi di frequenza si mettono prima del verbo principale ma dopo il verbo *be*.  
*I **always** do my homework after lunch.*  
*I am **sometimes** late for class.*

- 5 Quanto spesso Alain fa queste cose? Scrivi le frasi seguendo i suggerimenti dati.

- often / wake up late  
*Alain often wakes up late*
- always / visit / his grandmother after school  
*He*
- never / be / ready for school!
- sometimes / be / late for class!
- usually / have / pasta for lunch
- often / do / his homework on the bus!

- 6 Descrivi una tua giornata tipica aiutandoti con le parole nel riquadro.

always usually often sometimes never  
 get up have a wash brush my teeth  
 go to school/bed have breakfast/lunch/dinner  
 do my homework watch TV meet friends  
 play football/sport/violin listen to music

In the morning, I

In the afternoon, I

In the evening, I

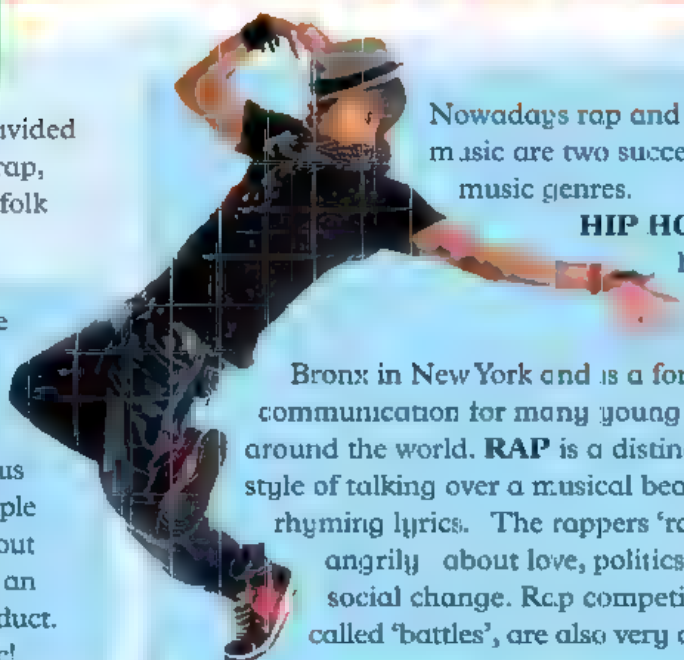


## Music

The world of music is enormous and is divided into many different genres; for example rap, pop, rock, punk, classical, blues, reggae, folk and electronic are all styles of music.



The '**POP**' in pop music is from the word 'popular'. Pop is a mix of many different types of music and the songs generally play for three minutes and have a verse and chorus structure, vocal harmonies and simple melodies. Many pop songs sing about love and sentiments and videos are an important part of the final pop product. It's very easy to dance to pop music!



Nowadays rap and hip hop music are two successful music genres.

**HIP HOP**

has its origins in the

Bronx in New York and is a form of communication for many young people around the world. **RAP** is a distinctive style of talking over a musical beat with rhyming lyrics. The rappers 'rap' angrily about love, politics and social change. Rap competitions, called 'battles', are also very common.



**PUNK** music generally uses three basic instruments: a guitar, a bass guitar and drums. Punk music is almost always fast, has got short, aggressive songs and the lyrics often speak against the mainstream culture. Many punk musicians produce their music independently and, like rap music, punk also has its own strong sense of fashion.

**European CLASSICAL**

music has its roots in western cultures.

Classical music is a sophisticated form of instrumental music, usually without a singer. There are many different instruments in a classical orchestra and the musicians follow a musical score.



## READING COMPREHENSION

1 14 Leggi e ascolta il testo.

2 Rileggi il testo. A che tipo di musica si riferiscono le frasi seguenti?

- 1 The songs have got simple melodies
- 2 The musicians follow a musical score.
- 3 It is a style of talking in rhyme over the music.
- 4 The songs are often aggressive
- 5 These two genres of music have got a distinctive fashion style.

chorus ritornello

beat ritmo

versi in rima

angrily con rabbia

mainstream convenzionale

own proprio

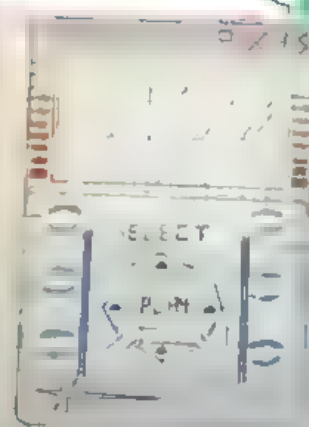
radici

musical score spartito musicale

*Dream and change the world.*

**Kane Kramer** (1956)

INVENTION:  
digital audio player  
NATIONALITY:  
British  
WHEN: 1979  
AGE: 23



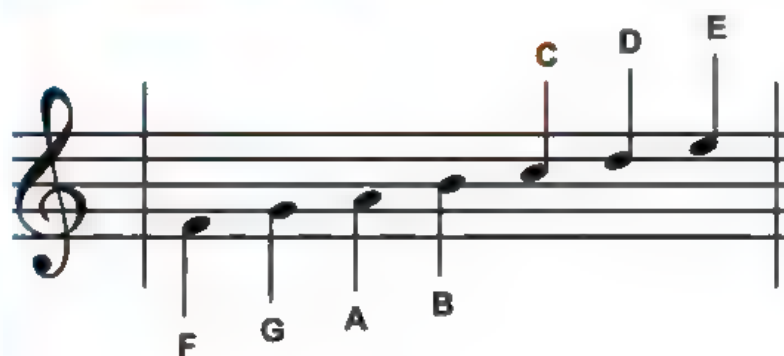
LET'S HAVE  
**SOME**  
FUN!

*Where words  
fail, music speaks.*

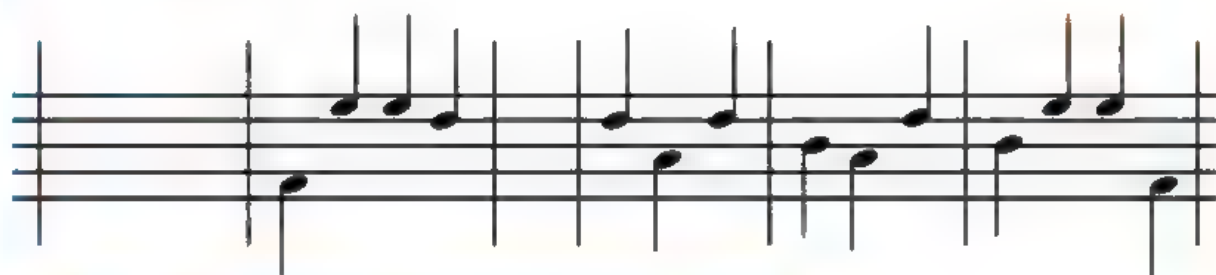
Hans Christian  
Andersen



- ① In inglese, le note musicali sono indicate con alcune lettere dell'alfabeto. Osserva la legenda e decifra le parole individuando le lettere che corrispondono alle note.



C do	G sol
D re	A la
E mi	B si
F fa	



DON'T MY  
(Non dare da mangiare manzo andato a male a mio padre!)

- ② **Make your own Kazoo!** Segui le istruzioni per costruire il tuo strumento musicale.

- 1 Take three simple objects – a toilet roll tube, some wax paper\* and an elastic band.\*
- 2 Make a hole in the toilet roll.
- 3 Cover one end of the toilet roll with the wax paper and attach it with an elastic band.
- 4 Hum\* into the open end and make some music!

carta oleata  
elastico  
canticchia a bocca  
chiusa



## TONGUE TWISTER

- ③ 15 Ascolta lo scioglilingua e indica se le lettere in grassetto corrispondono ai suoni /s/, /z/ o /z/. Poi riascoltalo e cerca di ripeterlo il più velocemente possibile!

Suzie watches **S**imon **s**inging songs for his lizards.





# EXPLORE LITERATURE!

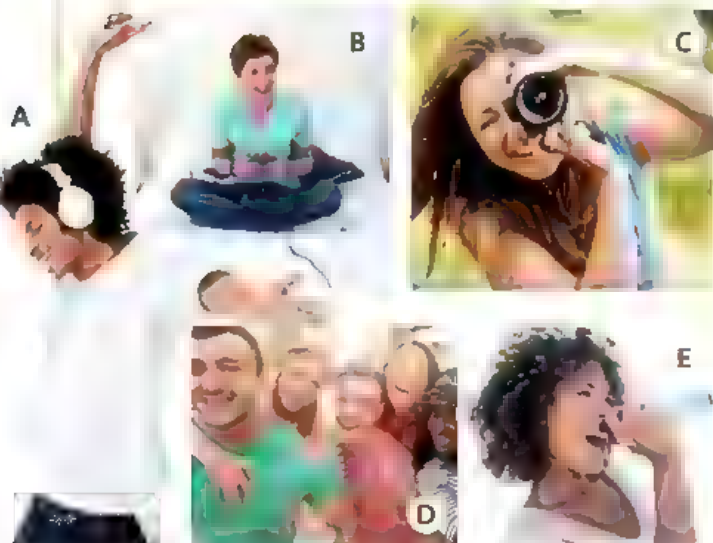
## VOCABULARY

### 1 Book types Cerchia l'intruso.

- 1 **thriller**: boring – exciting – intriguing
- 2 **horror**: dark – frightening – funny
- 3 **love**: romantic – scary – passionate
- 4 **science fiction**: futuristic – scientific – romantic
- 5 **fantasy**: imaginative – realistic – fascinating
- 6 **adventure**: slow – exciting – fascinating

### 2 Free-time activities Completa le frasi con la forma corretta dei verbi nel riquadro. Poi abbinale alle foto.

play do listen to spend sing



- 1 ☐ I \_\_\_\_\_ time with friends.
- 2 ☐ Mary \_\_\_\_\_ photography.
- 3 ☐ I \_\_\_\_\_ lots of music!
- 4 ☐ Jolene \_\_\_\_\_ karaoke
- 5 ☐ Joey \_\_\_\_\_ video games.



Daniel Defoe, *Robinson Crusoe*,  
ELI Readers, 2015  
Illustrated by Matteo Berton

## READING COMPREHENSION

### 3 18 Leggi e ascolta il testo.

### 4 Rileggi il testo e indica se le frasi seguenti sono vere (T = true) o false (F = false).

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1 At first, Robinson Crusoe sleeps in a cave.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Crusoe lives on the island with his brother. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 He finds a calendar on the ship.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 There is fresh water next to his camp.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 During the day, he looks after pigs.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 He cooks his food on a fire                  | <input type="checkbox"/> | <input type="checkbox"/> |

# ROBINSON CRUSOE

## LIFE ON THE ISLAND

Do you remember the story of Robinson Crusoe? He survives a shipwreck and swims to a desert island. What does he do during the day before he meets Friday?

At first, he sleeps in a tree but then he finds a cave and sleeps there. He builds a fire and his only family on the island is Poll the parrot, a dog, two cats and some goats.

Every day he swims to the shipwreck to find useful objects to take back to his island. He finds books and food on the ship. He makes a calendar on some wood with his knife.

He decides to build a camp in a location with fresh water, protection from the sun, and which is safe from attack and with a view of the sea. He also builds a table and chair and writes in his diary. His diary starts on the 30th of September 1659.

During the day, he takes care of his vegetables and chickens. He explores the island and finds fruit on the other side: melons, grapes and lemons. Crusoe cooks everything on a fire and he makes clothes from animal skin. Soon he also builds a small canoe to explore the area around the island.

One day, he sees a footprint\* in the sand and he realises that he's not alone. There are other people on his island!



shipwreck naufragio, relitto

goats capre

takes care of si prende cura di

footprint orma

### FUNCTIONS - Talking about free-time activities

#### Chiedere e fare proposte

What shall we do tomorrow?

What/How about going to the park?

Do you fancy a pizza?

Yes, I do. / No, I don't.

Let's go to the cinema.

Great idea! / Sounds great!



#### Chiedere ed esprimere preferenze

Do you like horror films?

Yes, I do. / No, I don't.

I prefer science fiction.

I don't really like love stories.

That's fun! / That's not

much fun!



### 5 Completa il dialogo con le parole e le espressioni nel riquadro.

how about let's go fancy prefer what shall we do great do what about really

Adriana (1) \_\_\_\_\_ today?

Bart (2) \_\_\_\_\_ going to the park?

Adriana Hmm, I don't know. Do you (3) \_\_\_\_\_ going to the cinema?

Bart Yes, I (4) \_\_\_\_\_. (5) \_\_\_\_\_ the new film by Miyazaki?

Adriana I don't (6) \_\_\_\_\_ like cartoons, I (7) \_\_\_\_\_ romantic films.

Bart Hmm, OK, (8) \_\_\_\_\_ to the cinema and see what's on.

Adriana Sounds (9) \_\_\_\_\_!



## Espressioni di frequenza

How often...?

Quanto spesso?

every day/week/month/year

ogni giorno/settimana/mese/anno

once/twice/three times a day/week/month/year

una/due/tre volte al giorno/alla settimana/al mese/  
all'anno

- ① Rispondi alle domande del quiz e scopri se sei un *couch potato*!

1 How often do you play a sport?

- A less than once a week
- B once a week
- C more than once a week

2 How often do you watch TV?

- A more than three hours a day
- B three hours a day
- C less than three hours a day

3 How often do you spend time on social networks?

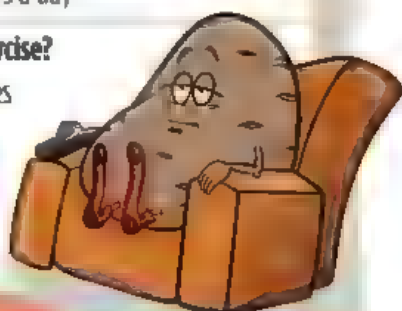
- A more than four hours a day
- B four hours a day
- C less than four hours a day

4 How often do you spend time on the Internet?

- A more than three hours a day
- B three hours a day
- C less than three hours a day

5 How often do you exercise?

- A less than three times a week
- B three times a week
- C more than three times a week



### ANSWERS:

**Mostly As** → you're a real couch potato!

→ you don't move and do something active

**Mostly Bs** → you're normal so relax and don't change

**Mostly Cs** → you're very active, congrats!

## Pronomi personali complemento

Pronomi personali soggetto	Pronomi personali oggetto
I	me
you	you
he/she/it	him/her/it
we	us
you	you
they	them

- ② Sottolinea l'alternativa corretta.

- 1 Where's my phone? I haven't got *him/it*!
- 2 'Do you like spiders?' 'No, I hate *them/it*!'
- 3 'How often do you see Lisa?' 'I see *her/us* every day.'
- 4 Don't you remember *her/me*? I'm Henry!
- 5 'Is this Frank's CD?' 'Yes, I can give it to *them/him* this evening.'
- 6 Students, the policeman wants to speak to all of *you/her*.
- 7 Can you help *you/us*? We are lost!
- 8 'Do you love me?' 'Yes, I love *you/her*!'

- ③ Completa il riassunto del libro *Wonder* di R. J. Palacio con i pronomi personali corretti.

*Wonder* tells the story of ten-year-old August (Auggie). Auggie has a severely disfigured face and studies at home with his mother until they decide to send (1) \_\_\_\_\_ to school. He visits the school before it starts and meets some students. Two of (2) \_\_\_\_\_ are good to (3) \_\_\_\_\_. August's first day of school is OK but most people don't want to be near (4) \_\_\_\_\_. His new friend Jack stays with (5) \_\_\_\_\_ in class and he meets a girl, Summer, and has lunch with (6) \_\_\_\_\_. Despite his handicap, Auggie enjoys school. Auggie and Jack become best friends. However the other boys in the school hate both of (7) \_\_\_\_\_ until one day the entire 5th grade go on a camp together and they have serious problems with some bullies from another school. Several of Auggie's classmates protect (8) \_\_\_\_\_ (Auggie and Jack) and suddenly everyone is on Auggie's side. The book finishes with the school graduation ceremony: Auggie wins a prestigious award!

## Imperativo

## Forma affermativa | Forma negativa

Go! | Don't go!

**Watch out!**

Nell'inglese informale, per fare proposte, si usa l'imperativo alla prima persona plurale con **Let's** + forma base del verbo.

*Let's go!* Andiamo!

- 4 Immagina di essere in una navicella spaziale. Osserva i segnali e completa le regole con i verbi nel riquadro.

be (x 2) stop turn run drink eat take

## SPACE CAPSULE RULES



1 \_\_\_\_\_ in the control room!



2 \_\_\_\_\_ in the control room!



3 \_\_\_\_\_ in the corridor!



4 \_\_\_\_\_ photos!



5 \_\_\_\_\_ quiet!



6 \_\_\_\_\_ careful!



7 \_\_\_\_\_ right!



8 \_\_\_\_\_



In inglese, il verbo *like* ha una costruzione diversa da quella italiana.

## SOGGETTO

(la persona a cui piace qualcosa)

+ *like*

## + OGGETTO

(la cosa che piace)

*I like you.*

(Tu) Mi piaci

*I don't like horror books.*

Non mi piacciono i libri dell'orrore

*'Does Greg like thrillers?' 'Yes, he does.'*

*'A Greg piacciono i thriller?' 'Sì.'*

- 5 Completa le frasi con la forma corretta di *like*.

- 1 '\_\_\_\_\_ Trudy \_\_\_\_\_ adventure films?'  
'No, she \_\_\_\_\_.'
- 2 I really \_\_\_\_\_ detective stories. I read lots of them.
- 3 Katy never reads love stories. She \_\_\_\_\_ them.
- 4 '\_\_\_\_\_ Tim and Fan \_\_\_\_\_ horror films?'  
'Yes, they \_\_\_\_\_.'
- 5 '\_\_\_\_\_ you \_\_\_\_\_ my new boyfriend?'  
'No, I \_\_\_\_\_.'
- 6 Thomas is a big fan of Coldplay  
He really \_\_\_\_\_ them.

- 6 Racconta quello che fai nel tempo libero aiutandoti con le domande nel riquadro.

- What do you do in your free time?
- How often?/When?
- Why?
- Who with?



1 Osserva le immagini e abbinale ai generi letterari.

1 ☐ thriller

3 ☐ horror

5 ☐ comic

2 ☐ teen

4 ☐ science fiction



Literary genres can be divided into fiction and non-fiction. Examples of fiction include science fiction, teen, comics, thriller and horror. Examples of non-fiction include biographies and autobiographies.

**SCIENCE FICTION** usually tells imaginative stories about future technologies, space travel, time travel, imaginary societies on earth and life from other planets and galaxies. Science fiction often explores potential future consequences of today's science and technology. An example of science fiction is *From the Earth to the Moon* by Jules Verne.

**TEEN** books often tell stories about things that happen at school and the main characters are generally of school age. The books tell of the problems teenagers face as they grow up. *Wonder* by R. J. Palacio (real name Raquel Jaramillo) is a good example of this type of genre.

**HORROR** stories try and frighten the reader with stories of supernatural events, ghosts, vampires and werewolves. The atmosphere is usually very dark and there is sometimes a lot of blood! Bram Stoker's *Dracula* and Mary Shelley's *Frankenstein* are famous examples of horror stories.

**COMICS** tell their stories via a series of illustrations. The stories can be about anything and the position and size of the individual drawings is often important. Text is usually very short. Popular comic strips include *Peanuts* with Snoopy and Charlie Brown, *Dylan Dog*, *Superman* and *Spiderman*.

**THRILLER** stories tell of detectives and criminals. The idea is to try and guess who the criminal is before the end of the book. *Sherlock Holmes* and *Miss Marple* are famous fictional characters by the authors Sir Arthur Conan Doyle and Agatha Christie. The characters solve complicated crimes.

## READING COMPREHENSION

2 17 Leggi e ascolta il testo e controlla le tue risposte all'esercizio 1.

3 Rileggi il testo. A che genere letterario si riferiscono le frasi seguenti?

- 1 The story often talks about things that happen at school.
- 2 The story often talks about crimes
- 3 The story often talks about future scenarios.
- 4 The books are composed of many drawings and not much text.
- 5 The story talks about supernatural events and frightening situations.

tramite  
spaventare  
lupi mannari

## INVENTOR'S GENRE

Jerry Siegel (1914-1996)  
& Joe Shuster (1914-1992)

INVENTION: Superman  
NATIONALITY: American  
WHEN: 1933  
AGE: 19



LET'S HAVE  
**SOME**  
FUN!

*Reading  
one book  
is like eating  
one potato chip.*



- ① Inserisci le frasi al posto giusto nel fumetto.

- 1 Help!!!
- 2 I like these lollies.
- 3 Oh hello Mr Bee. Do you like lollies too?
- 4 I'm hungry! Time for a break.
- 5 Another little bee?

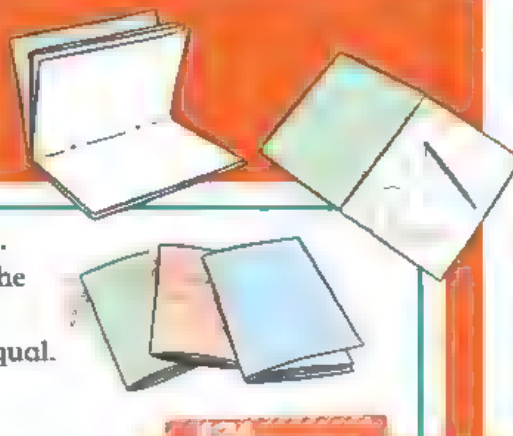


- ② **How to create a book!** Segui le istruzioni per creare il tuo libro.

### INSTRUCTIONS

- 4 pieces of white A4 paper
- scissors
- 1 piece of coloured A4 paper
- a big needle
- some coloured string

Fold\* the four pieces of white A4 paper in half.  
Fold the coloured paper in half and put it on the outside of the white paper to create the covers.  
Cut the edges\* of the paper so that they are equal.  
Make 2 holes\* in the middle (see picture).  
Thread\* the needle with the string and pull it through the holes (see picture).  
Tie\* the string and you have a book. You can now write or draw anything you like in your new book!



ago	buchi
piega	infilà
bordi	lega

### TONGUE TWISTER

- ③ 18 Ascolta lo scioglilingua e indica se le lettere in grassetto corrispondono ai suoni /w/ o /ɔ:/. Poi riascoltalo e cerca di ripeterlo il più velocemente possibile!

'Do you draw cartoons?' 'Of course I do!'





# EXPLORE SPORT!

## VOCABULARY

- ① **Sport** Osserva lo schema e completa le espressioni con *play*, *do* o *go*.

**play** (+ sport con la palla): *She plays basketball.*

**go** (+ gerundio): *We go swimming on Saturday mornings.*

**do** (per gli altri casi): *I do karate after school.*



1             
martial arts



2             
volleyball



3             
running



4             
ballet



5             
golf



6             
football



7             
jogging



8             
trekking



9             
swimming



10             
archery



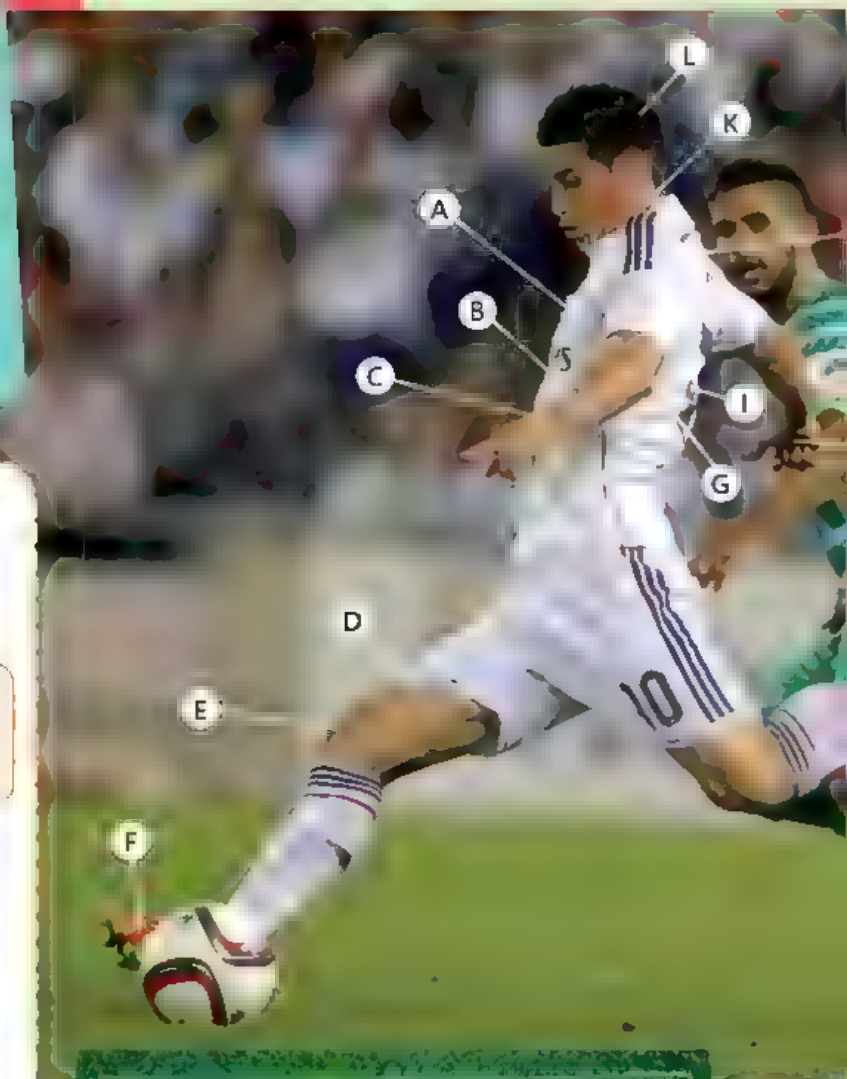
11             
aerobics



12             
tennis

- ② **The human body** Osserva la foto di Rodríguez e abbinare le lettere ai nomi delle parti del corpo.

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1 <input type="checkbox"/> arm   | 7 <input type="checkbox"/> head      |
| 2 <input type="checkbox"/> back  | 8 <input type="checkbox"/> knee      |
| 3 <input type="checkbox"/> chest | 9 <input type="checkbox"/> leg       |
| 4 <input type="checkbox"/> elbow | 10 <input type="checkbox"/> neck     |
| 5 <input type="checkbox"/> foot  | 11 <input type="checkbox"/> shoulder |
| 6 <input type="checkbox"/> hand  | 12 <input type="checkbox"/> wrist    |



## READING COMPREHENSION

- ③ Leggi e ascolta il testo.

- ④ Rileggi il testo e completa le frasi.

- James Rodríguez is from \_\_\_\_\_.
- Rodríguez's \_\_\_\_\_ is called Salomé.
- James' wife, Daniela, plays \_\_\_\_\_.
- The attacking midfield position is the number \_\_\_\_\_.
- The Colombian captain Mario Yepes thinks Rodríguez is possibly the best \_\_\_\_\_ world.

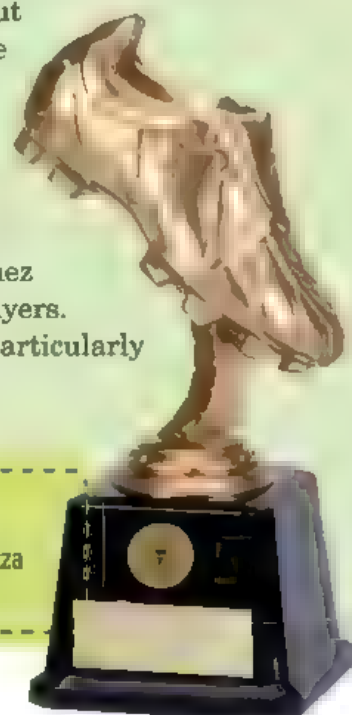
## James Rodríguez - Sporting Superstar

James David Rodríguez is a Colombian footballer who plays for the Spanish club Real Madrid. He is also a hero after his exceptional 2014 performance and winning the Golden Boot as the top goalscorer of the World Cup Championship. Rodríguez was born in Cúcuta on the 12th of July, 1991. In his private life, Rodríguez is married to Daniela Ospina and they have got a daughter, Salomé. James isn't the only sporting hero in the family; his wife Daniela is an international volleyball player and James often goes to watch her play.

Rodríguez is considered to be one of the best young players in the world for his technique, vision and footballing skills. He can play in the positions of attacking midfield (the famous number ten) or wing. He is a versatile player and can score goals, dribble and pass the ball very well. He is only young but he is already one of the most expensive football players in the world; his transfer to Real Madrid in 2014 cost\* €80 million!

The Colombian captain Mario Yepes thinks that James Rodríguez is possibly the best player in the world.

'He's got incredible vision, great mobility and composure,\* it's like he plays at a different tempo', says Yepes. 'When the ball travels to him, Rodríguez knows exactly what to do, before all the other players. That makes such a difference in football and is particularly important in the position he plays.'



top goalscorer capo cannoniere  
attacking midfield centrocampista  
wing ala

cost è costato  
composure compostezza  
tempo ritmo, passo

### FUNCTIONS - Talking about ability

Chiedere e rispondere se si sa fare qualcosa

Can you play rugby?  
Yes, I can. / No, I can't.

Are you good at  
snowboarding?  
Yes, I am. / No, I'm not. /  
I'm not bad.



Chiedere e dire quanto bene si sa fare qualcosa

How well can you do  
gymnastics?  
I can do gymnastics very  
well/quite well/not very well.  
I can't do gymnastics at all!



5 Completa il dialogo con le parole nel riquadro.

can very well not how do good

A Hey, are you (1) \_\_\_\_\_ at gymnastics?

B Hmm. I'm (2) \_\_\_\_\_ bad. Why?

A Can you help me with this exercise quiz?

B OK.

A Number 1: Can you (3) \_\_\_\_\_ a  
handstand?

B Yes, I'm good at doing handstands.

A Number 2. (4) \_\_\_\_\_ you touch your  
nose with your tongue?

B I don't know but I can try. Look, I can!!!

A That's disgusting! OK, number 3:

(5) \_\_\_\_\_ well can you cook?

B That's not an exercise! I can cook  
(6) \_\_\_\_\_. Why?

A Because I'm very hungry!



## can (abilità)

I/You/He/She/It  
We/You/They

can dance.

I/You/He/She/It  
We/You/They

cannot dance    can't dance.

- 1 Osserva le immagini e scrivi delle frasi con **can** o **can't** seguendo i suggerimenti dati.



1 Lisa / skate / swim

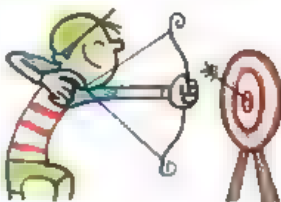
Lisa can skate but she can't swim



2 Luke / play football / dance



3 Gemma / ski / do gymnastics



4 Alan / play tennis / do archery

Can

I/you/he/she/it  
we/you/they

dance?

Risposte brevi

Yes,

I/you/he/she/it  
we/you/they

can.

No,

I/you/he/she/it  
we/you/they

can't.

- 2 Osserva la tabella e scrivi domande e risposte brevi seguendo i suggerimenti dati.

	Josh	Graham	Lottie
touch his/her nose with closed eyes	x	✓	x
say the alphabet backwards	✓	x	x
name 12 animals in English	x	x	✓
juggle	x	✓	✓

- 1 Graham and Lottie / juggle?

'Can Graham and Lottie juggle?'

'Yes, they can.'

- 2 Josh / say the alphabet backwards?

- 3 Lottie / touch her nose with closed eyes?

- 4 Graham and Josh / name 12 animals in English?

- 5 Josh / juggle?

- 6 Lottie / name 12 animals in English?

- 7 Josh / touch his nose with closed eyes?

- 8 Graham and Lottie / say the alphabet backwards?



## very well / well / quite well / (not) at all



*I can ride a horse very well.*



*I can ski well.*



*I can dance quite well.*



*I can't play tennis at all.*

### 3 Completa il testo con una parola per ogni spazio.

Giacomo is an artist. He (1) \_\_\_\_\_ draw very (2) \_\_\_\_\_. His pictures of people are especially good. He (3) \_\_\_\_\_ also juggle but he (4) \_\_\_\_\_ speak Chinese. His girlfriend is Chinese but fortunately she (5) \_\_\_\_\_ speak English (6) \_\_\_\_\_. (7) \_\_\_\_\_ his girlfriend juggle? No, she (8) \_\_\_\_\_ juggle at all but she (9) \_\_\_\_\_ dance very (10) \_\_\_\_\_.



## like / love / hate + -ing

I verbi *like*, *love* e *hate* sono seguiti dalla forma *-ing* del verbo.

*I like playing beach tennis.*

Fai attenzione alle VARIAZIONI ORTOGRAFICHE!  
Se il verbo termina in:

vocale/ consonante + -y	si aggiunge -ing	<i>play</i> → <i>playing</i> <i>study</i> → <i>studying</i>
-e muta	si elimina la -e e si aggiunge -ing	<i>have</i> → <i>having</i>
vocale + consonante	si raddoppia la consonante + -ing	<i>stop</i> → <i>stopping</i>
-ie	-ie diventa -y e si aggiunge -ing	<i>die</i> → <i>dying</i>

### 4 Osserva la tabella e scrivi delle frasi su Paula e Harry seguendo i suggerimenti dati.

	Paula	Harry	You
do puzzles			
do homework			
play team games			
run			
do yoga			
play football			
swim			
write letters			



love



like



don't like



hate

1 Paula / run / swim

*Paula hates running but she loves swimming*

2 Harry / do puzzles / play football

3 Harry / do homework / run

4 Paula / do yoga / play football

5 Paula / do puzzles / do homework

6 Harry / play team games / do yoga

7 Paula / write letters / play team games

8 Harry / swim / write letters

5 Completa l'ultima colonna della tabella dell'esercizio 4. Poi scrivi un testo su quello che ami e non ami fare fra le attività indicate. Per ogni attività che ti piace, indica il tuo livello di bravura e spiega perché ti piace.



## Outdoor Activities



① Abbina il verbo al complemento per formare delle espressioni corrette.

- |           |                  |
|-----------|------------------|
| 1 make    | a risks          |
| 2 solve   | b friends        |
| 3 resolve | c a conflict     |
| 4 make    | d responsibility |
| 5 assess  | e a decision     |
| 6 take    | f a problem      |

Can you survive for two weeks in the mountains with a group of friends? Most young people can't but Outward Bound courses can help you learn to be part of a team, help others, make new friends and have a lot of fun at the same time!

The philosophy behind the courses is to:

- 1 put a motivated learner
- 2 into a new environment
- 3 with a small group
- 4 with problems to solve
- 5 creating a conflict to resolve in the group
- 6 and then finally a sense of competence when the situation is resolved.



Your group of about ten people works as a team with many different activities including: map reading, orienteering, trekking, canoeing, mountaineering, rock climbing, sailing, sking and snowboarding. The objective is to teach you that you can do much more than you think. At first the instructors help you but slowly slowly, as the team develops, the instructors leave you and your team to make the important final decisions. You learn how to assess risks, lead your group, take responsibility for your actions and survive in the wilderness with your friends!

## READING COMPREHENSION

② 20 Leggi e ascolta il testo e controlla le tue risposte all'esercizio 1.

③ Rileggi il testo e sottolinea l'alternativa corretta.

- 1 Most young people *can/can't* survive in the wilderness.
- 2 The courses teach you to help *yourself/others*
- 3 During the expedition you can resolve *conflicts/decisions*.
- 4 The objective is to teach you that you can do *less/more* than you think.
- 5 After some time, *the instructor makes/you make* all the important decisions.

valutare  
regione selvaggia



## Inventor's Corner

George Nissen (1914-2010)

INVENTION: modern trampoline

NATIONALITY: American

WHEN: 1936

AGE: 16





*"What can you serve  
but never eat?"  
A tennis ball!"*



① Somma le due figure e ottieni la risposta!

	+		=	championship
	+		=	
	+		=	
	+		=	
	+		=	

② Finger Football Penalties! Segui le istruzioni per costruire un tuo mini campo da calcio!


Take 3 pieces of A4 paper.  
Make a small paper ball with first piece, just scrunch it up in your hands!  
Fold the other 2 pieces of paper as in the pictures to make the 2 goals.



Put the two goals on different sides of the table and take turns in scoring goals by 'kicking' the ball with your finger!

accartoccialo  
piega

## TONGUE TWISTER

③  21 Ascolta lo scioglilingua e indica se le lettere in grassetto corrispondono ai suoni /æ/ di *can* o /ɑ:/ di *can't*. Poi riascoltalo e cerca di ripeterlo il più velocemente possibile senza sbagliare!  
Clancy can clap but Clem can't climb!





# EXPLORE CLOTHES!

## VOCABULARY

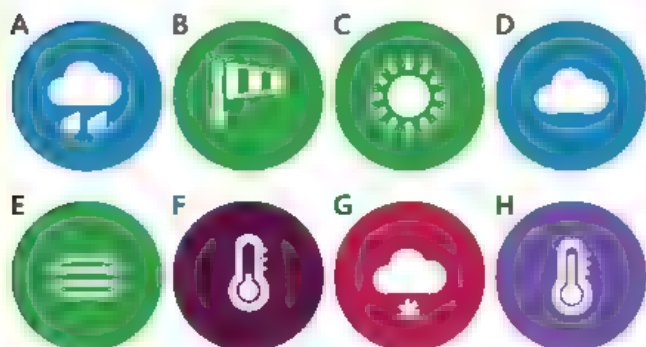
- ① **Clothes** Osserva l'immagine e completa il testo con le parole nel riquadro.

trainers T shirt shorts sandals  
skirt hat shirt

It's a beautiful, sunny day in London!  
Sophie and Benjamin are in the park. Sophie is wearing a yellow (1) \_\_\_\_\_, a short purple (2) \_\_\_\_\_ and white (3) \_\_\_\_\_. Benjamin is wearing blue (4) \_\_\_\_\_, a white (5) \_\_\_\_\_, a black (6) \_\_\_\_\_ and black (7) \_\_\_\_\_.



- ② **The weather** What's the weather like today? Abbina le immagini alle frasi.



- |  |  |
|--|--|
| 1 <input type="checkbox"/> It's foggy. | 5 <input type="checkbox"/> It's sunny.   |
| 2 <input type="checkbox"/> It's windy. | 6 <input type="checkbox"/> It's cloudy.  |
| 3 <input type="checkbox"/> It's hot    | 7 <input type="checkbox"/> It's raining  |
| 4 <input type="checkbox"/> It's cold.  | 8 <input type="checkbox"/> It's snowing. |

## Wearing the Right Clothes for the Weather!

In Ireland, everyone talks about the weather. A lot! Irish weather can be unpredictable, so Irish people like to discuss it. In fact, it is normal to experience sun, wind, clouds, rain and even snow all in one day. An unknown writer says that Ireland has 'four seasons in one day': it's possible for the day to start with light showers\* of rain, midday becomes a brilliant summer's day, the afternoon brings a sudden dry wind and then the evening is very cold!



## READING COMPREHENSION

- ③ Leggi e ascolta il testo.

- ④ Rileggi il testo e scegli l'opzione corretta.

- Irish people talk about the weather because it is \_\_\_\_\_.  
A always B predictable C unpredictable the same
- An Irish writer says there are seasons in one day  
A three B two C four
- The weather in Ireland can change very \_\_\_\_\_.  
A quickly B slowly C predictably
- Irish \_\_\_\_\_ learn how to dress correctly for the weather.  
A adults B teenagers C children
- The best way to dress for the cold is to put on lots of \_\_\_\_\_.  
A jumpers B layers C T-shirts

The weather in Ireland can change very quickly and you need to be ready to change your clothes. There is also a Norwegian expression that says 'Bad weather doesn't exist, only the wrong clothes!'

Irish people learn how to dress correctly for the weather from a young age. They wear lots of layers in winter, for example a T-shirt under a shirt with a couple of jumpers on top and a scarf and waterproof jacket for when you go outside. However, the houses are usually lovely and warm so be prepared to take off some of your layers when you go inside. Don't wear a horrible T-shirt because there is a chance\* everyone will see it! Summers are pleasant in Ireland but it often rains so it's a good idea to bring an umbrella just in case! The beaches in Ireland are beautiful but the water is often very cold; a swimming costume\* is great for the daytime but don't forget a warm jumper and jeans if you intend staying on the beach during the evening.



showers rovesci  
layers strati  
take off togliere  
chance possibilità  
just in case per ogni eventualità  
swimming costume costume da bagno

## FUNCTIONS - Talking about what we are doing

Chiedere e dire che cosa si sta facendo

What are you doing?

I'm doing my homework!



Are you having fun/a good time?

I'm having a great time.



(5) Completa la chat con le espressioni nel riquadro.

are you doing    a great    I'm wearing (x 2)    fun    I'm shopping

Hey, guess what? (1) \_\_\_\_\_ your jacket!

My black jacket? But that's my favourite jacket!

I'll be careful, I promise. What (2) \_\_\_\_\_ now?

(3) \_\_\_\_\_ with Melinda!

Are you having (4) \_\_\_\_\_?

I'm having (5) \_\_\_\_\_ time. Oh and guess what?

What?

(6) \_\_\_\_\_ your new shirt!

No!!!



## Present continuous

estesa	contratta
I am eating	I'm eating
You are eating	You're eating
He/She/It is eating	He's/She's/It's eating
We are eating	We're eating
You are eating	You're eating
They are eating	They're eating

### ! Watch out!

Ricorda di fare attenzione alle variazioni ortografiche della forma in *-ing* (vedi pagina 43).

- ① Completa le frasi con il *Present continuous* dei verbi tra parentesi.



- 1 He \_\_\_\_\_ (eat)  
an ice cream!



- 2 I \_\_\_\_\_ (chat)  
to my friend.



- 3 They \_\_\_\_\_  
(swim) with sharks!



- 4 We \_\_\_\_\_ (go)  
to the disco!



- 5 I know, you  
(make)  
a sandcastle!



- 6 She  
(have) lunch.



- 7 It \_\_\_\_\_ (rain)  
again!



- 8 You  
(wear) my sandals!

### ! Watch out!

Il *Present continuous* NON si usa con i seguenti verbi: *hear, see, like, want, believe, know*.

- ② Quattro delle seguenti frasi contengono un errore. Individua gli errori e correggi le frasi.

- 1 They're knowing the answer!
- 2 He isn't believing me!
- 3 I'm listening to music.
- 4 They aren't eating ice cream!
- 5 We're wanting to go to the disco.
- 6 He's liking the first One Direction CD.

estesa	contratta
I am not eating	I'm not eating
You are not eating	You aren't eating
He/She/It is not eating	He/She/It isn't eating
We are not eating	We aren't eating
You are not eating	You aren't eating
They are not eating	They aren't eating

- ③ Correggi le frasi usando le informazioni tra parentesi, come nell'esempio.

- 1 They're eating pizza. (cake)  
*They aren't eating pizza, they're eating cake*
- 2 I'm watching TV. (a film)
- 3 You're chatting with Donatella! (with Peter)
- 4 She's wearing an old T-shirt. (her best dress)
- 5 We're doing a crossword. (our homework)
- 6 It's raining. (sunny)
- 7 He's listening to pop. (to rap)

Am I eating... ?	Are we eating... ?
Are you eating... ?	Are you eating... ?
Is he/she/it eating... ?	Are they eating... ?

## Risposte brevi

singolare	plurale
Yes, I am.	Yes, we are.
No, I'm not.	No, we aren't.
Yes, you are.	Yes, you are.
No, you aren't.	No, you aren't.
Yes, he/she/it is.	Yes, they are.
No, he/she/it isn't.	No, they aren't.

### 4 Completa le domande e le risposte brevi con il *Present continuous* dei verbi nel riquadro.

swim wear run burn snow go



- 1 ' (you) in the sun?'  
'No, \_\_\_\_\_. I'm wearing sun cream'



- 2 ' (they) on the rocks?'  
'Yes, \_\_\_\_\_. They're crazy!'



- 3 ' \_\_\_\_\_ (she) like a champion?'  
'No, \_\_\_\_\_!'



- 4 ' \_\_\_\_\_ (it) at your house?'  
'Yes, \_\_\_\_\_!'



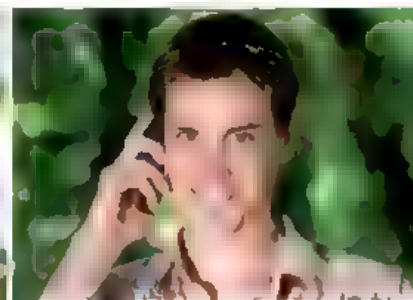
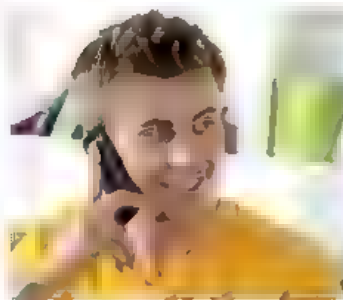
- 5 ' \_\_\_\_\_ (you) to the beach?'  
'Yes, \_\_\_\_\_!'



- 6 ' \_\_\_\_\_ (they) smart clothes?'  
'No, \_\_\_\_\_!'

### 5 *Present simple o Present continuous?*

Completa il dialogo con la forma corretta dei verbi tra parentesi.



- Al (1) \_\_\_\_\_ (you / walk) to the beach?  
Leo Yes, I (2) \_\_\_\_\_ but my brother (3) \_\_\_\_\_ (go) to the cinema  
Al Who (4) \_\_\_\_\_ (he / go) to the cinema with?  
Leo His new girlfriend!  
Al Your brother has a girlfriend?  
(5) \_\_\_\_\_ (I / know) her?  
Leo Yes, you (6) \_\_\_\_\_! It's your sister Meg!  
Al No way!  
Leo So they (7) \_\_\_\_\_ (not want) to go to beach with us...  
Al No and now I (8) \_\_\_\_\_ (want) to go to the cinema too!

### 6 Scrivi un breve testo descrivendo il tempo che fa oggi e i vestiti che stai indossando in questo momento.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# SELF-CLEANING CLOTHES!



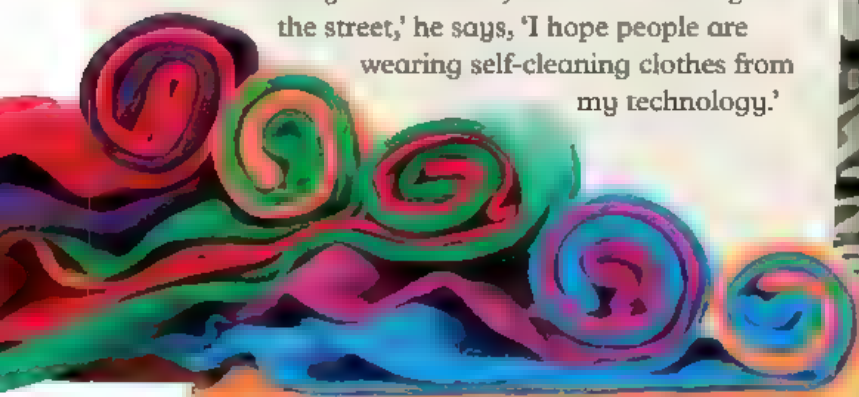
We usually use soap and water to wash our clothes and remove stains and smells. However scientists are discovering ways to create clothes that clean themselves in the sun, without the need for a washing machine! Recent experiments show that a treatment made from the right mix of chemicals on cotton can dissolve stains, kill bacteria and remove smells after only a couple of hours in the sun.

'The technology can be used with all types of fabrics', say scientist Mingce Long and his colleague Deyong Wu. They are both from China's Shanghai Jiao Tong University.

The individual cotton threads in clothes are covered with the chemical mix and this mix contains photocatalysts which react directly with sunlight. A photocatalyst is a material that starts a chemical reaction when exposed to light.

The experiments are still in progress and the scientists can't sell their self-cleaning cotton yet; they still need to make sure the treated cotton isn't dangerous for the people who wear their clothes. But Long says that he hopes to wear self-cleaning clothes one day and never use a washing machine again.

'Someday in the future, when I'm walking on the street,' he says, 'I hope people are wearing self-cleaning clothes from my technology.'



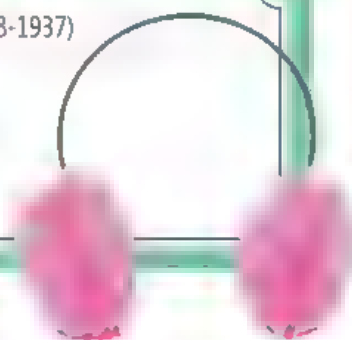
## READING COMPREHENSION

- 1 Leggi e ascolta il testo.
- 2 Rileggi il testo e rispondi alle domande.
  - 1 What do we usually use to clean our clothes?
  - 2 What fabrics can this technology be used with?
  - 3 What are photocatalysts?
  - 4 Why can't the scientists sell their treated clothes?
  - 5 What does Long hope for the future?

autopulente  
macchie  
cattivi odori  
trattamento  
può essere usata  
tessuti  
fili  
assicurarsi

Chester Greenwood (1858-1937)

INVENTION: earmuffs  
NATIONALITY: American  
WHEN: 1873  
AGE: 15



LET'S HAVE  
**SOME**  
FUN!

*Climate is  
what we expect,  
weather is  
what we get!*

Mark Twain



- ① Osserva le immagini e completa le frasi con i nomi degli indumenti. Joe, Lori, Bill e Julie indossano ciascuno un capo fuori stagione! Quale? Cerchia l'indumento sbagliato.

- 1 It's a cold day in the middle of winter and Joe is wearing a h \_\_\_, a j \_\_\_, e \_\_\_, tr \_\_\_, g \_\_\_, v \_\_\_, and s \_\_\_. s.



- 2 It's 15° and raining at the end of October Lori has an u \_\_\_, and she is wearing a b \_\_\_, k \_\_\_, i, waterproof c \_\_\_, t and \_\_ oo \_\_ s.



- 3 It's 24° and sunny at the end of May. Julie is wearing a T- \_\_\_, sh \_\_\_, s, a sc \_\_\_, f and s \_\_\_. s.



- 4 It's the summer holidays and 30° on the beach. Bill is wearing a sw \_\_\_, m \_\_\_, c \_\_\_, u \_\_\_, \_\_ oe \_\_ and \_\_ un \_\_ es.




- ② Let's Make a Summer Fan! Segui le istruzioni e costruisci il tuo ventaglio per l'estate.

- Step 1** Take a piece of paper. You can use a 20 cm x 20 cm square but a rectangle is also OK.
- Step 2** Fold about 1 cm of the paper at the bottom.
- Step 3** Turn the paper over and fold again in the same way.
- Step 4** Repeat these steps until there is no more paper to fold.
- Step 5** Open the fan. Practical and easy! Now use your fan and stay cool all summer!



## TONGUE TWISTER

- ③  24 Ascolta lo scioglilingua e indica se le lettere in grassetto corrispondono ai suoni /dʒ/, /tʃ/ o /ʃ/. Poi riascoltalo e cerca di ripeterlo il più velocemente possibile!
- A **shop** for **children's** **jeans** and **shirts**!



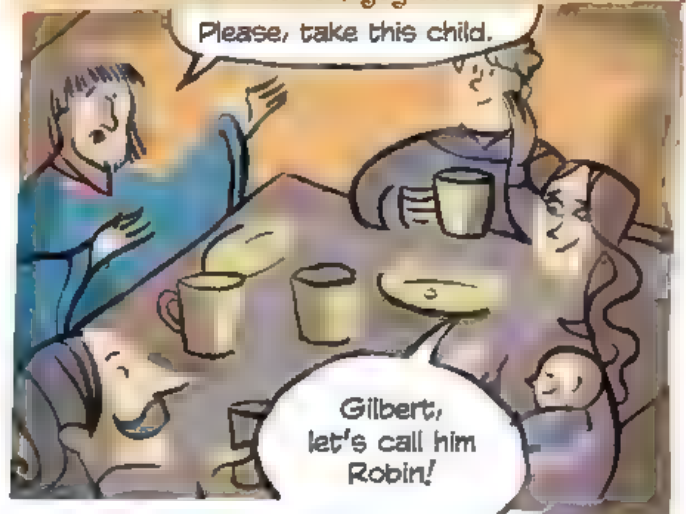


# Robin Hood

One dark night in 1162, two horsemen are in Sherwood Forest to find a home for a baby boy...



Roland's sister Margaret and her husband Gilbert welcome the hungry travellers.



15 years later, Robin Hood plays a joke\* on his father Gilbert in Sherwood Forest...



One day Robin saves the life of Lady Marian and her brother, Sir Allan, from a bandit.



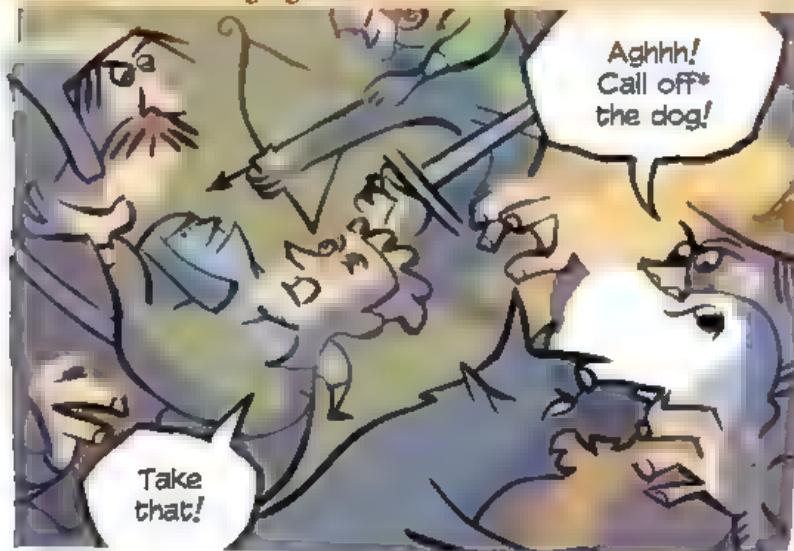
So Robin takes them home to meet his family.



But the bandits open the door...



Together, they defend the house from the surprise attack and there is a big fight...



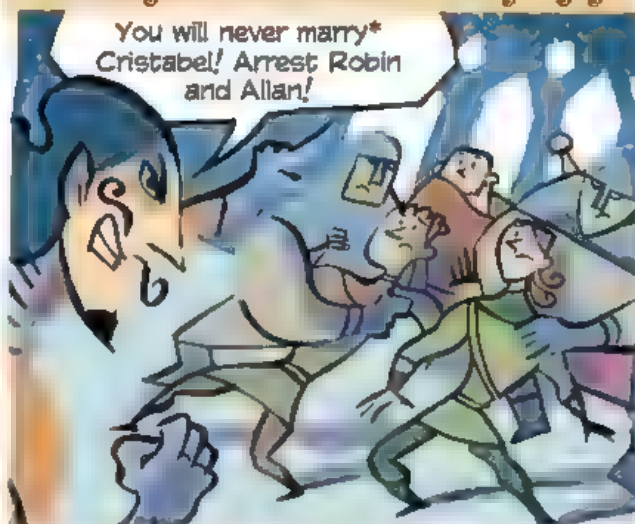
One of the bandits is seriously injured\* and confesses to Gilbert...



The next day, Robin, Allan and Friar Tuck leave for Nottingham on an important mission...



Robin, Allan and Friar Tuck are at the Castle of Nottingham. But the Baron is very angry...



1) Leggi la prima puntata del fumetto e indica se le frasi seguenti sono vere (T = true) o false (F = false).

- 1 Robin is Margaret's brother
- 2 Gilbert says Robin isn't the best archer in Sherwood Forest.
- 3 Robin saves Lady Marian from a bandit.
- 4 Friar Tuck is Sir Allan's friend.
- 5 The injured bandit is really Margaret's brother.
- 6 Robin's real title is the Earl of Huntingdon.
- 7 Sir Allan wants to marry Lady Marian.
- 8 The Baron arrests Robin and Sir Allan.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

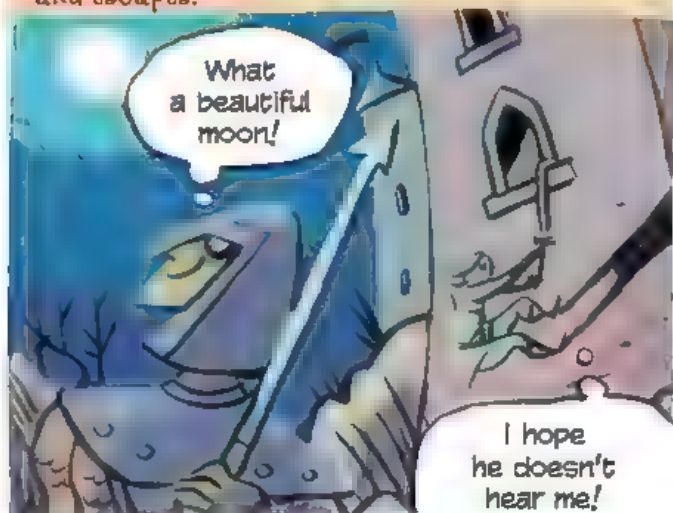
**Phrases**

plays a joke fa uno scherzo  
 I'll be back! Tornerò!  
 Friar Frate  
 call off richiama  
 injured ferito  
 Earl Conte  
 won't say non dira  
 will never marry non sposerai mai

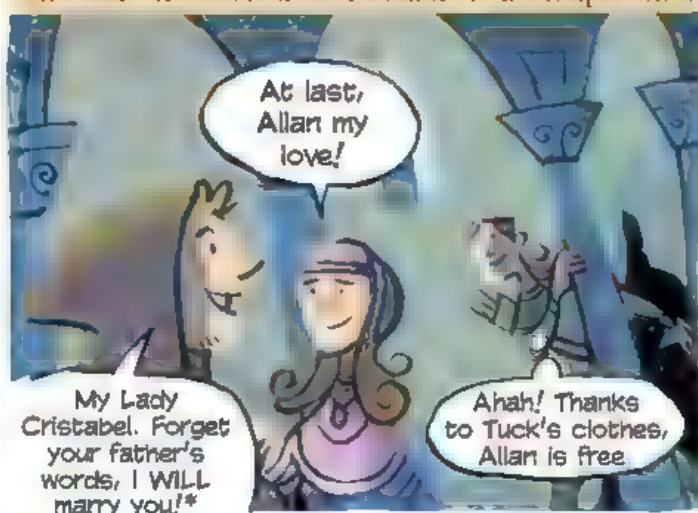




But Robin breaks the bars of his prison cell and escapes.



While searching for\* Friar Tuck, Robin discovers Sir Allan dressed in a monk's habit\* in the chapel with...



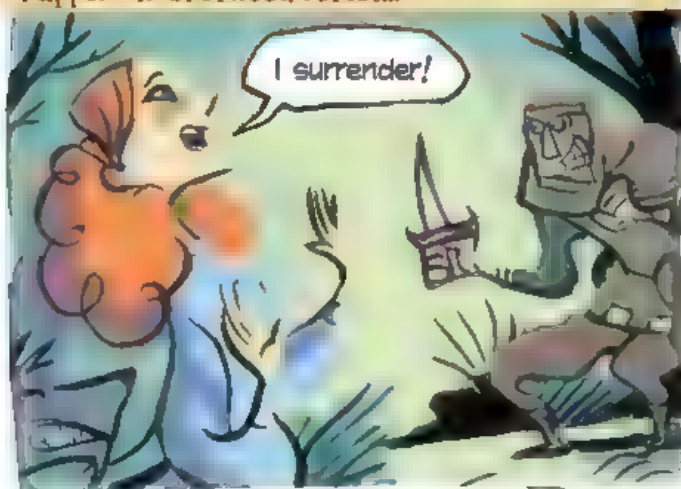
Friar Tuck appears and takes back\* his habit from Sir Allan...



Our three heroes leave the Baron's castle with Lady Cristabel's help...



Meanwhile\* Marian decides to look for Robin and her brother Allan. But terrible things can happen\* in Sherwood Forest...



Fortunately Little John arrives in time to save Marian from the bandit...

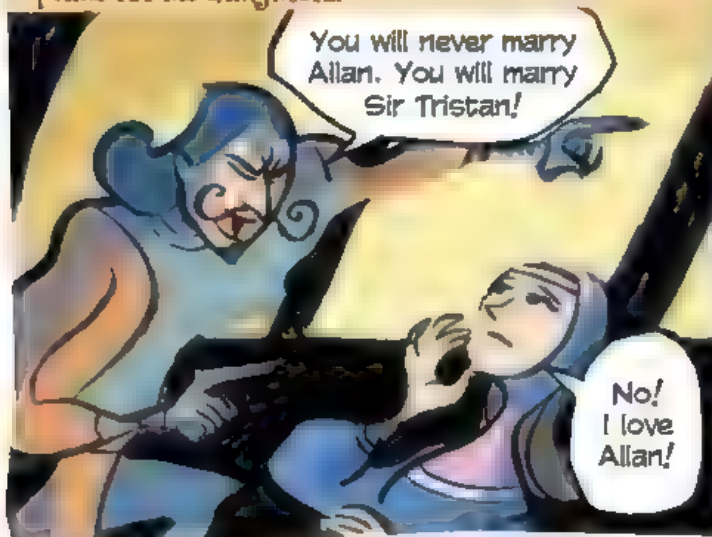




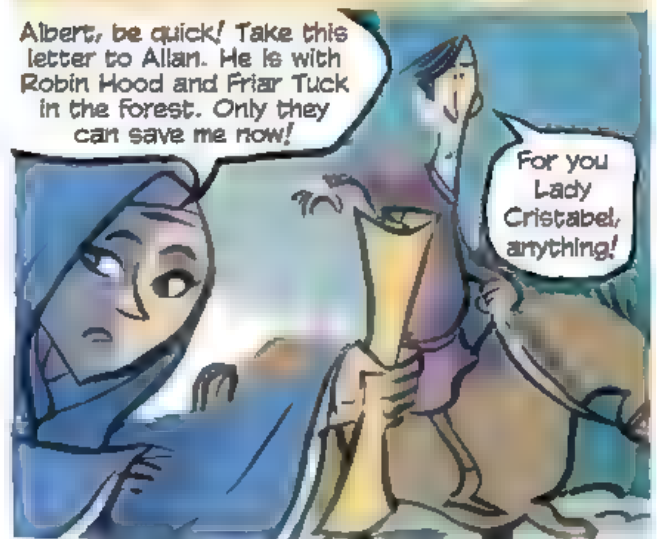
Little John and his brother Will Scarlet go to Gilbert's house to give him the good news...



Back at Nottingham Castle, the Baron has other plans for his daughter...



But Cristabel has a plan...



2) Leggi la seconda puntata del fumetto e scegli l'opzione corretta.

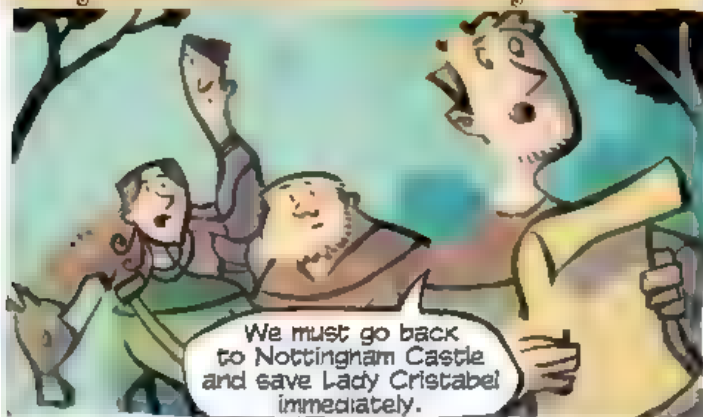
- 1 Who escapes from prison?  
A Robin and Allan    B Robin and Cristabel    C Allan and Friar Tuck
- 2 Who helps Robin, Allan and Friar Tuck escape?  
A Cristabel    B Marian    C the Baron
- 3 Who saves Lady Marian from the bandit?  
A Gilbert    B Robin Hood    C Little John
- 4 Where does Little John take Marian?  
A the Baron's castle    B his house    C Gilbert's house
- 5 Who writes a secret letter to Allan?  
A Lady Marian    B the Baron    C Lady Cristabel

**Italiano**

searching for cerca  
monk's habit saio da monaco  
I will marry you ti sposerò  
takes back riprende  
we will meet ci incontreremo  
meanwhile nel mentre  
happen accadere  
will be sarai



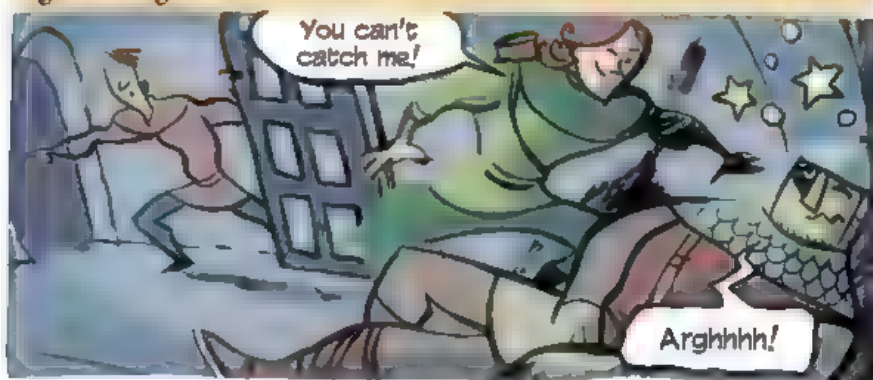
Albert finds Robin Hood and his friends in the forest and gives Sir Allan the letter from Lady Cristabel...



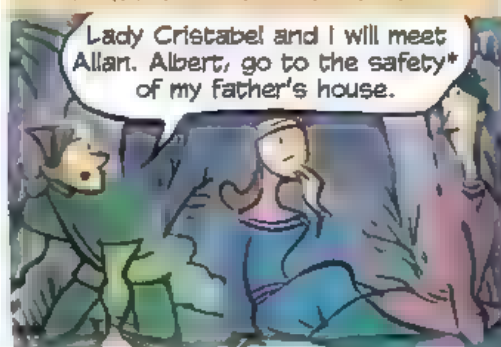
But unfortunately the Baron's men capture Robin...



And with Albert's help, Robin runs away\* from the prison guards again...



Robin, Lady Cristabel and Albert escape through\* a secret tunnel and out into Sherwood Forest.



The Baron discovers that Robin isn't in his cell and shouts at the guard...



The Baron sees that his daughter isn't in her room and orders his men to find her.





The Baron and his soldiers search all of Sherwood Forest and finally find Robin...



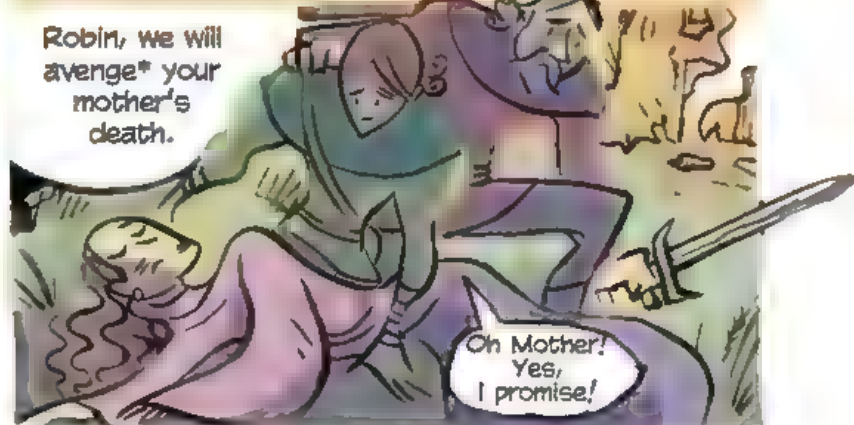
But as Robin runs to help his family, the Baron and his men catch Sir Allan and Lady Cristabel...



Fortunately Little John, Friar Tuck and Will Scarlet find Allan before it is too late...



Robin arrives at his burning house to find his mother dead...



3) Leggi la terza puntata del fumetto e scegli l'opzione corretta.

- 1 Albert finds Robin Hood/Lady Marian in Sherwood Forest.
- 2 Robin Hood plans to save Lady Marian/Lady Cristabel from the Baron's Castle.
- 3 Friar Tuck/Albert helps Robin escape from his prison cell.
- 4 The Baron wants to pay 100/500 gold coins to bring his daughter home.
- 5 The Baron captures Lady Cristabel/Lady Marian in Sherwood Forest.
- 6 Robin finds his mother alive/dead at his house

**Planned**

runs away scappa  
through attraverso  
go to the safety vai al sicuro  
burn down incendiate  
Don't hurt him! Non fategli del male!  
will do farai  
we will avenge vendicheremo



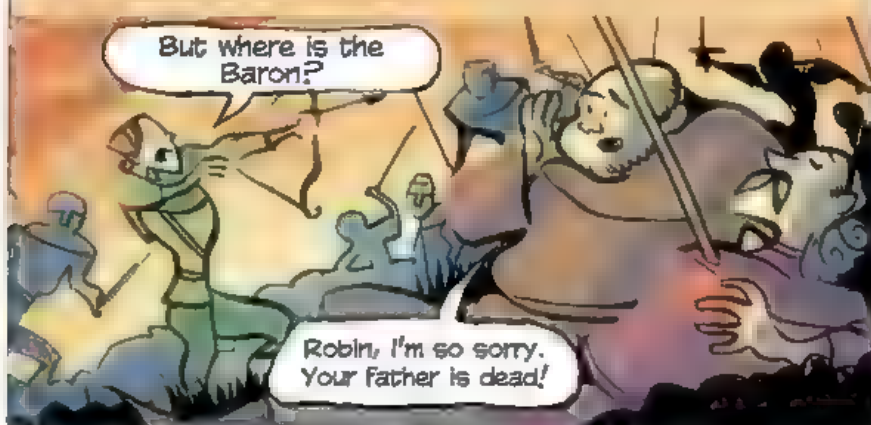
Gilbert, Robin Hood, Lady Marian, Little John and Friar Tuck now live with Sir Guy and his son Will Scarlet at their castle in Gramwell.



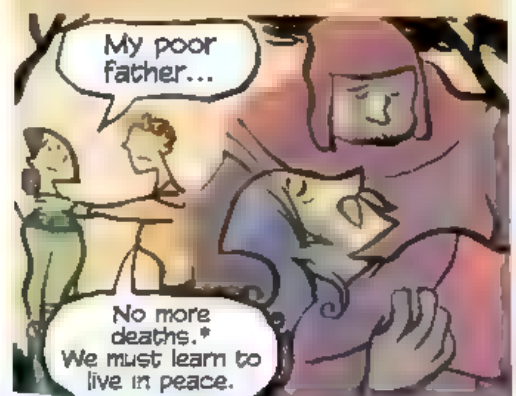
So they prepare an ambush\* for the Baron and his soldiers...



The battle is fierce\* and there is more bad news for Robin...



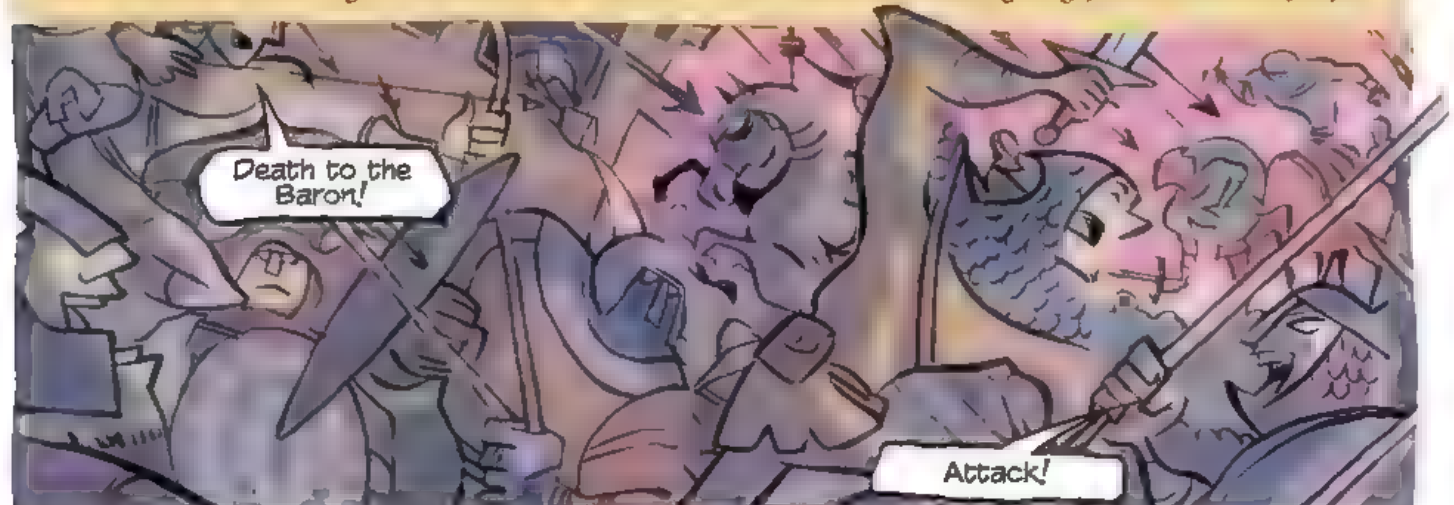
They return sadly to Gramwell Castle and Will Scarlet comforts Robin...



But the evil Baron decides to attack Sir Guy's castle and kill everyone inside...



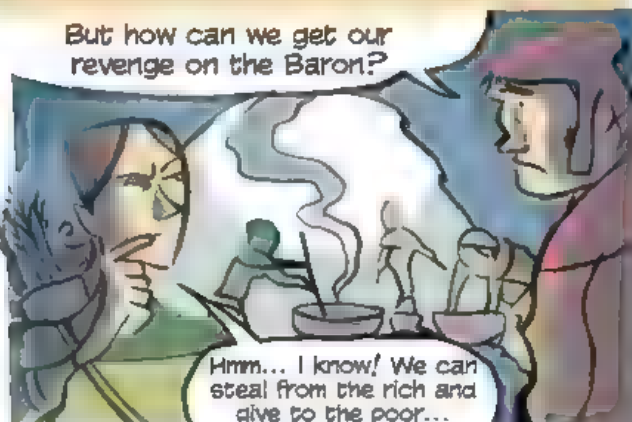
And a terrible battle begins between the two armies\* but Robin has an emergency plan to save his people...





...and he leads\* everyone to a safe place in Sherwood Forest.

But how can we get our revenge on the Baron?



Hmm... I know! We can steal from the rich and give to the poor...

So Robin and his friends put the idea into action...

No! This is tax money for the Baron!

Tell the Baron that WE will distribute\* his tax money!



Good, kind and generous people are never afraid of Robin Hood!

Take all we have! And good luck Robin!

Thank you my lady. We won't forget\* your generosity.

To hell with you\* Robin Hood!



And one beautiful day in spring Robin's dream comes true...

You are now husband and wife!



4 Leggi la quarta puntata del fumetto e completa le frasi con il nome del personaggio corretto.

- 1 Robin lives with Gilbert, Lady Marian, Little John, Friar Tuck, Will Scarlet and \_\_\_\_\_.
- 2 Robin and his men prepare an ambush for \_\_\_\_\_ and his soldiers.
- 3 \_\_\_\_\_'s father dies in the ambush.
- 4 \_\_\_\_\_ comforts Robin after the ambush.
- 5 \_\_\_\_\_ has the idea to steal tax money for the Baron and give to the poor.
- 6 \_\_\_\_\_ is angry with Robin's idea.
- 7 Robin marries \_\_\_\_\_ in Sherwood Forest.

**Italiano**

get our revenge vendicarci  
ambush imboscata  
fierce feroce  
deaths morti  
armies armate  
leads conduce  
will distribute distribuiremo  
won't forget non dimenticheremo  
to hell with you all'inferno

# Glossary

## Unit 1

**aunt** zia  
**Australian** australiano  
**British** britannico  
**brother** fratello  
**Chinese** cinese  
**clever** intelligente  
**dad** papà  
**daughter** figlia  
**English** inglese  
**French** francese  
**funny** simpatico, divertente  
**German** tedesco  
**granddaughter** nipote (di nonno/a; f.)  
**grandma** nonna  
**grandpa** nonno  
**grandson** nipote (di nonno/a; m.)  
**Iranian** iraniano  
**Irish** irlandese  
**Italian** italiano  
**Japanese** giapponese  
**kind** gentile  
**mum** mamma  
**nephew** nipote (di zio/a; m.)  
**niece** nipote (di zio/a; f.)  
**parents** genitori  
**Scottish** scozzese  
**shy** timido  
**sister** sorella  
**son** figlio  
**Spanish** spagnolo  
**sporty** sportivo  
**Swedish** svedese  
**uncle** zio  
**Welsh** gallese

## Unit 2

**August** agosto  
**billion** miliardo  
**date** data  
**digit** cifra  
**divided by** diviso  
**divisible** divisibile  
**eight** otto  
**eighteen** diciotto  
**eighty** ottanta  
**eleven** undici  
**equals** uguale  
**fifteen** quindici  
**fifty** cinquanta  
**first** primo

**five** cinque  
**forty** quaranta  
**four** quattro  
**fourteen** quattordici  
**fraction** frazione  
**hundred** cento  
**June** giugno  
**May** maggio  
**million** milione  
**minus** meno  
**multiply** moltiplicare  
**nine** nove  
**nineteen** diciannove  
**ninety** novanta  
**number** numero  
**one** uno  
**one hundred** cento  
**plus** più  
**second** secondo  
**seven** sette  
**seventeen** diciassette  
**seventy** settanta  
**six** sei  
**sixteen** sedici  
**sixty** sessanta  
**subtract** sottrarre  
**ten** dieci  
**third** terzo  
**thirteen** tredici  
**thirty** trenta  
**three** tre  
**times** (moltiplicato) per  
**twelve** dodici  
**twenty** venti  
**two** due  
**zero** zero

## Unit 3

**beard** barba  
**big** grande  
**blond(e)** biondo/a  
**blue** blu  
**body** corpo  
**brown** marrone  
**camera** macchina fotografica  
**clock** orologio  
**curly** riccio  
**cycle helmet** caschetto  
**dark** scuro  
**ear** orecchio  
**earphones** cuffie

**eye** occhio  
**fat** grasso  
**glasses** occhiali  
**green** verde  
**guitar** chitarra  
**hair** capelli  
**key** chiave  
**long** lungo  
**mirror** specchio  
**mobile phone** cellulare  
**neck** collo  
**plump** paffuto  
**short** basso, corto  
**skin** pelle  
**small** piccolo  
**straight** liscio  
**sunglasses** occhiali da sole  
**tall** alto  
**telescope** telescopio  
**thin** magro  
**wallet** portafoglio  
**wavy** ondulato

## Unit 4

**apple** mela  
**armchair** poltrona  
**artist** artista  
**artwork** opera d'arte  
**aubergine** melanzana  
**bacon** pancetta  
**baked** cotto al forno  
**basil** basilico  
**bath** vasca da bagno  
**bathroom** bagno  
**bean** fagiolo  
**bed** letto  
**bedroom** camera da letto  
**biscuit** biscotto  
**bread** pane  
**breakfast** colazione  
**butter** burro  
**cake** torta  
**carrot** carota  
**cereals** cereali  
**cheese** formaggio  
**chicken** pollo  
**chocolate** cioccolata  
**coffee** caffè  
**coffee table** tavolino da caffè  
**designer** progettista  
**dinner** cena



**egg** uovo  
**fish** pesce  
**fresh** fresco  
**fridge** frigo  
**fried** fritto  
**fruit** frutta  
**garlic** aglio  
**healthy** sano, salutare  
**invention** invenzione  
**jam** marmellata  
**kitchen** cucina  
**lettuce** lattuga  
**living room** salotto  
**lunch** pranzo  
**meat** carne  
**milk** latte  
**orange juice** spremuta d'arancia  
**oven** forno  
**paintbrush** pennello  
**pea** pisello  
**peppers** peperoni  
**picture** immagine, disegno, fotografia  
**portrait** ritratto  
**potato** patata  
**project** progetto  
**protein** proteina  
**pumpkin** zucca  
**rice** riso  
**salami** salame  
**salty** salato  
**sausage** salsiccia  
**shower** doccia  
**shrimp** gamberetto  
**sink** lavandino  
**sitting room** salotto  
**sofa** divano  
**soup** zuppa  
**strawberry** fragola  
**sugar** zucchero  
**sweet** dolce  
**table** tavolo  
**tasty** saporito  
**tea** tè  
**toilet** gabinetto  
**tomato** pomodoro  
**vegetable** verdura  
**wardrobe** armadio  
**water** acqua

#### Unit 5

**always** sempre

**bass guitar** basso  
**beat** ritmo  
**bongo** bongo  
**brush (teeth)** lavare (i denti)  
**catch (the bus, etc.)** prendere (l'autobus, ecc.)  
**chorus** ritornello  
**classical** classico  
**clean** pulire  
**dance** ballare  
**do (homework, etc.)** fare (i compiti, ecc.)  
**DJ** fare/essere il DJ  
**drive** guidare  
**drums** batteria  
**eat** mangiare  
**electronic** elettronico  
**finish** finire  
**free time** tempo libero  
**get up** alzarsi  
**gig** concerto  
**go** andare  
**go to bed** andare a letto  
**guitar** chitarra  
**harmony** armonia  
**harp** arpa  
**have a wash** darsi una lavata  
**have breakfast/lunch/dinner** fare colazione/pranzo/cena  
**instrument** strumento  
**like** piacere  
**listen to** ascoltare  
**lyrics** parole di una canzone  
**meal** pasto  
**meet** incontrare  
**melody** melodia  
**music** musica  
**musical score** spartito musicale  
**musician** musicista  
**never** mai  
**often** spesso  
**on stage** sul palco  
**orchestra** orchestra  
**piano** pianoforte  
**play** giocare, suonare  
**relax** rilassarsi  
**record** registrare  
**rhyme** rima  
**saxophone** sassofono  
**see** vedere  
**singer** cantante

**sleep** dormire  
**sometimes** a volte  
**song** canzone  
**spend time** passare il tempo  
**study** studiare  
**style** stile  
**take** prendere  
**travel** viaggiare  
**trumpet** tromba  
**usually** di solito  
**verse** verso (di una poesia, ecc.)  
**violin** violino  
**visit** visitare  
**wake up** alzarsi  
**wash** lavarsi  
**watch** orologio  
**xylophone** xilofono

#### Unit 6

**adventure** avventura  
**atmosphere** atmosfera  
**book** libro  
**boring** noioso  
**build** costruire  
**cartoon** cartone animato  
**character** personaggio  
**comic** comico  
**comic strip** striscia a fumetti  
**cook** cucinare  
**cover** copertina  
**dark** cupo  
**draw** disegnare  
**drawing** disegno  
**exciting** eccitante  
**explore** esplorare  
**fancy** piacere, gradire  
**fantasy** fantasy  
**fascinating** affascinante  
**fictional** immaginario, romanzato  
**find** trovare  
**frighten** spaventare  
**frightening** spaventoso  
**futuristic** futuristico  
**horror** horror  
**illustration** illustrazione  
**imaginative** fantasioso, immaginoso  
**intriguing** intrigante  
**literary genre** genere letterario  
**live** vivere  
**look after** occuparsi di  
**love** d'amore

# Glossary

**passionate** appassionato  
**photography** fotografia  
**prefer** preferire  
**read** leggere  
**realistic** realistico  
**romantic** romantico  
**scary** spaventoso  
**scenario** scenario  
**science fiction** fantascienza  
**scientific** scientifico  
**slow** lento  
**story** storia  
**swim** nuotare  
**take care of** prendersi cura di  
**teen (adj.)** da ragazzino  
**tell** raccontare  
**text** testo  
**thriller** thriller  
**type** tipo  
**video game** videogiochi  
**write** scrivere

## Unit 7

**aerobics** aerobica  
**archery** tiro con l'arco  
**arm** braccio  
**award** premio  
**back** schiena  
**ballet** danza classica  
**canoeing** canoa  
**captain** capitano  
**championship** campionato  
**chest** petto  
**climb** scalare  
**compete** contendersi, gareggiare  
**competence** competenza, capacità  
**composure** compostezza  
**dribble** dribblare  
**elbow** gomito  
**expedition** spedizione  
**foot** piede  
**football** calcio  
**footballer** calciatore  
**goal** goal, porta  
**goalscorer** cannoniere  
**golf** golf  
**gymnastics** ginnastica  
**hand** mano  
**handstand** verticale  
**head** testa  
**instructor** istruttore

**jogging** jogging  
**juggle** fare il giocoliere  
**kick** calciare  
**knee** ginocchio  
**lead** condurre, guidare  
**leg** gamba  
**map reading** lettura cartografica  
**martial arts** arti marziali  
**midfield** centrocampo  
**mobility** mobilità  
**mountaineering** scalata  
**neck** collo  
**orienteering** orienteering  
**pass** passare  
**player** giocatore  
**position** posizione  
**rock climbing** arrampicata  
**rugby** rugby  
**run** correre  
**running** corsa  
**sailing** vela  
**score** segnare (un goal)  
**shoulder** spalla  
**skate** pattinare  
**basketball** pallacanestro  
**ski (v.)** sciare  
**skiing** (lo) sci  
**skill** abilità  
**snowboarding** (lo) snowboard  
**solve** risolvere  
**survive** sopravvivere  
**swimming** nuoto  
**table tennis** ping pong  
**teach** insegnare  
**team** squadra  
**team game** gioco di squadra  
**tempo** ritmo, passo  
**tennis** tennis  
**trekking** trekking  
**vision** visione  
**volleyball** pallavolo  
**win** vincere  
**wing** ala  
**wrist** polso  
**yoga** yoga

## Unit 8

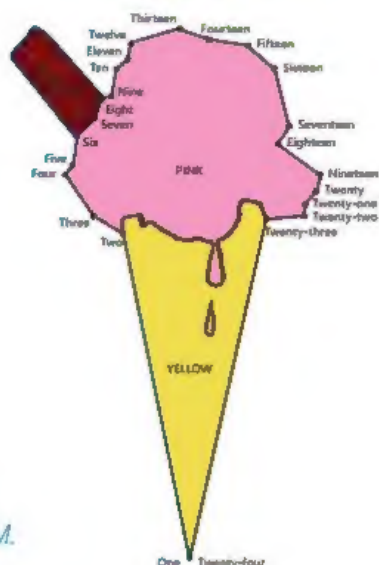
**bikini** bikini  
**boot** stivale  
**climate** clima  
**clothes** vestiti

**cloud** nuvola  
**cloudy** nuvoloso  
**coat** cappotto  
**cold** freddo  
**cotton** cotone  
**dress** vestito  
**dress (v.)** vestirsi  
**fabric** tessuto  
**fan** ventaglio  
**foggy** nebbioso  
**glove** guanto  
**hat** cappello  
**hot** caldo  
**jacket** giacca  
**jeans** jeans  
**jumper** maglione  
**layer** strato  
**pleasant** piacevole, gradevole  
**rain** pioggia  
**rain (v.)** piovere  
**raining** piovoso  
**sandals** sandali  
**scarf** sciarpa  
**season** stagione  
**self-cleaning** autopulente  
**shirt** camicia  
**shoe** scarpa  
**shorts** pantaloncini  
**shower (of rain)** rovescio (di pioggia)  
**skirt** gonna  
**smart (clothes)** (vestiti) eleganti  
**snow** neve  
**snowing** nevoso  
**summer** estate  
**sun** sole  
**sunny** soleggiato, di sole  
**swimming costume** costume da bagno  
**take off** togliere  
**thread** filo  
**trainers** scarpe da tennis  
**T-shirt** maglietta  
**umbrella** ombrello  
**unpredictable** imprevedibile  
**warm** caldo  
**waterproof** impermeabile  
**wear** indossare  
**weather** tempo  
**wind** vento  
**windy** ventoso  
**winter** inverno



# Answer Key

## Unit 1



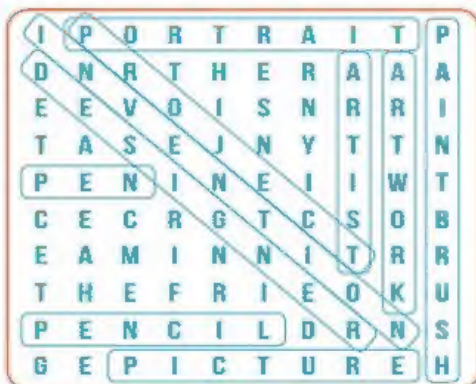
## Unit 2

IT IS AN ICE CREAM.

## Unit 3

THESE ARE MY FAVOURITE THINGS.

## Unit 4



THERE ISN'T ANY ICE CREAM IN THE FRIDGE.

## Unit 5

DON'T FEED MY DAD BAD BEEF.

## Unit 6



## Unit 7



## Unit 8

- It's a cold day in the middle of winter and Joe is wearing a hat, a jacket, trousers, gloves and sandals.
- It's 15° and raining at the end of October. Lori has an umbrella and she is wearing a bikini, waterproof coat and boots.
- It's 24° and sunny at the end of May. Bill is wearing a T-shirt, shorts, a scarf and sandals.
- It's the summer holidays and 30° on the beach. Julie is wearing a swimsuit, costume, shoes and sunglasses.



## **Just for Fun 1**

*Editorial coordination:* Simona Franzoni

*Editorial project:* Sabina Cedraro

*Editor:* Linda Pergolini

*Art director:* Marco Mercatali

*Page design:* Airone Comunicazione – Sergio Elisei

*Illustrated by:* Luca Poli

*Picture editor:* Linda Pergolini

*Production manager:* Francesco Capitano

*Page layout:* Airone Comunicazione – Sergio Elisei

*Cover design:* Paola Lorenzetti

*Photo:* Shutterstock

© 2015 ELI s.r.l.

P.O. Box 6

62019 Recanati

Italy

Tel. +39 071 750701

Fax +39 071 977851

[www.elilaspigaedizioni.it](http://www.elilaspigaedizioni.it)

[info@elilaspigaedizioni.it](mailto:info@elilaspigaedizioni.it)

No unauthorised photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of ELI.

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, resold, hired out, or otherwise circulated without the publisher's prior consent in any form of binding or cover than that in which it is published and without a similar condition being imposed on the subsequent purchaser.

While every effort has been made to trace all the copyright holders, if any have been inadvertently overlooked the publisher will be pleased to make the necessary arrangements at the first opportunity.

Printed by Tecnostampa –  
Pigini Group Printing Division  
Loreto, Trevi – Italia  
15.83.056.0  
ISBN 9788853620750

### **Acknowledgements**

The Author would like to thank Linda Pergolini for her genius suggestions, extremely clear feedbacks, helpfulness and sense of humour; Luca Poli for his brilliance in translating text into delightfully imaginative illustrations!

The Author would also like to thank Giacomo Faiella for the origination of most of the pages and many of the games in the *Let's Have Some Fun* section, lengthy research for various texts and collaboration in the creation of the comic strips *Robin Hood*.

### *Photo acknowledgement*

ELI Archives; Shutterstock; Getty Images: p. 5 (Alek Wek), p. 17 (Orange Marilyn).



